New Hello!

English for Preparatory Schools

Year Two

Teacher's Guide

Anna Cowper, Jo Cummins,
Cheryl Pelteret and Julie Penn

Scope and sequence

Module 1: Meeting people

Skills	Language	Life Skills, Values and Issues
1 Coming home		Page 11
Reading: A text about daily routines; a blog about routines; a website article about children in India; *The Railway Children* **Writing:** A text message; an email reply to a penfriend **Listening:** Description of a bedroom **Speaking:** Discussing daily routines; describing bedrooms and furniture	**Present simple questions** (revision) *Do you like football? What do you do in your free time?* *Who do you live with?* **Adverbs of frequency** (revision) *I often listen to music on my way to school.* *I never have coffee for breakfast.*	**Life Skills:** Self-management: managing time and routine **Values:** Co-existence values: participation, respect **Issues:** Citizenship: loyalty and belonging – home, family, school, country
2 How are you feeling?		Page 34
Reading: A text about night workers; descriptions of weekend activities; an article about happiness for teenagers; an informal email **Writing:** An email to a friend **Listening:** People talking about learning new skills; descriptions of photos **Speaking:** Describing weekend activities; describing photos; responding to news	**Present continuous** (revision) *I'm looking after patients at a hospital.* **Present continuous contrasted with the present simple** (revision) *We're sitting carefully on the rocks because they are very sharp.* **Adverbs of manner** *My sister speaks very quietly.* *My friend sews badly.*	**Life Skills:** Empathy **Values:** Patience: Self-regulation **Issues:** Social participation
3 Great jobs		Page 56
Reading: An article about the Egyptian handball team; a text about Ancient Egyptian doctors; a text about heroes **Writing:** A paragraph about your partner's past; a text about your hero **Listening:** Descriptions of different heroes; a talk about a family history; a discussion about what makes a hero **Speaking:** Talking about heroes; discussing your family history; saying what you are proud of; checking you understand	**Past simple** (revision) *Where did your parents live when they were young?* *They lived in Tanta.* ***used to*** *They used to have a small car.* *They didn't use to have a big car.* *Where did he use to live?*	**Life Skills:** Collaboration; Communication **Values:** Work values; Love and respect for homeland and the family **Issues:** Citizenship; Loyalty and belonging; National unity
Review A Revision of Units 1–3		Page 78

Introduction

This Introduction contains the following sections:

- The aims of the course
- The curriculum and rationale
- The course components
- A Student's Book unit in detail
- Teaching *New Hello!*
- Technology
- Independent learning and preparation
- Extra activity ideas

The aims of the course

The framework for *New Hello! English for Preparatory Schools* course has been entirely redeveloped by a team of experts, using modern methodology and approaches. The main aim of the course is to equip students of Preparatory school age with the necessary language, thinking and study skills* to communicate effectively and understand competently spoken and written English. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New language, skills and topics are introduced gradually and practised thoroughly, so that students have the chance to learn and use the language before they move on.

There is a focus on preparing students for the modern world as future employees and citizens so that they can effectively deal with today's challenges. The course achieves this by integrating 21st-century skills (such as communication, problem-solving and critical thinking skills) into the learning material and by engaging students with 21st-century issues and established values. *Life skills*, *Values* and *Issues* are integrated into the course topics all the way through.

In addition to these universal skills and themes, the course maintains a distinct Egyptian focus, with an emphasis on Egypt's place within Africa and the wider world.

The curriculum and rationale

The material and activities included in the course (Preparatory 1 – Preparatory 3) correspond to the Common European Framework of Reference for Languages (CEFR) A2, in addition to other standards in teaching ESL and are designed for learners at that level. Learning objectives are clearly set out at the beginning of the unit in the teacher's guide for easy reference in clear measurable objectives, for example:

Reading:

- A text about daily routines; a blog; interviews about routines; a website article about children in India; *The Railway Children*

Writing: A text message; an email to a penfriend

Listening: Description of a bedroom

Speaking: Discussing daily routines; describing bedrooms and furniture

Vocabulary: routine

Language:

- Present simple
- To use adverbs of frequency

Life Skills:

- Self-management

Values:

- Coexistence values

Issues:

- Citizenship

For more emphasis, a reference to the language skills in focus is presented at the end of each lesson so that teachers are aware of the skills and sub-skills the lesson seeks to develop.

Reading:

- To read a short familiar text for gist
- To read a short familiar text and find specific information

Writing: To write sentences about your daily routine

Speaking: To read aloud sentences about your daily routine

Vocabulary: routine

Language:

- To use the present simple (affirmative, negative and question forms)
- To use adverbs of frequency

* Study skills are skills which enable students to learn. Examples of study skills are writing notes, reading for gist and self management, such as managing time.
Thinking skills are advanced skills which encourage students to think proactively. Thinking skills include critical thinking, problem solving and decision making.

The integrated skills approach

The curriculum is based around the four skills (reading, writing, listening and speaking). Several skills linked by a topic are integrated into one lesson in this course. Reading is combined with writing or listening, for example. The rationale for this new approach is that integrating skills raises student motivation levels and enables students to learn faster because they will not only be reading or listening to input about a given topic, for example, but also discussing or writing about it. Learning through an integrated approach is also extremely effective because it mirrors real-life learning and, therefore, helps students to develop learning skills which they can make use of throughout their lives.

The skills input and practice in each lesson is accompanied by exercises that focus on aspects of vocabulary or language. These exercises give students the opportunity to notice how vocabulary and language are used within the material they have read or listened to and enable them to use vocabulary or language accurately in speaking or writing activities. The key *Life Skills* (see below) are also integrated into students' work on the four skills; they are linked to the lesson topics. These same life skills are reinforced throughout the three years of Preparatory study.

Life Skills

The life skills that are presented and practised in this course are skills that will enable students to effectively meet the challenges of life in the 21st Century. These include:

- **Collaboration:** How to work effectively with other people so that everyone can benefit from the experience and achieve positive outcomes.
- **Creativity**: How to come up with original and innovative ideas to produce something new or achieve improvements.
- **Critical thinking**: How to analyse facts in order to form an opinion about a given topic or situation.
- **Decision-making**: How to evaluate available evidence in order to make the right decisions for given situations.
- **Empathy**: How to understand and show understanding for other people's situations or experiences.
- **Negotiation**: How to discuss a situation with another person in order to achieve a desired outcome.
- **Problem-solving**: How to solve problems effectively and in a timely way.
- **Resilience:** How to deal with difficult situations and recover quickly from setbacks.
- **Respect for diversity:** How to understand and appreciate the differences that exist between people and show an equal amount of respect for all of them.
- **Self-management:** How to take responsibility for your own work, responsibilities, behaviour and well-being.
- **Sharing:** How to decide which information to share with which people and how to share information with other people clearly. The preceding life skills are supported by a group of values that help these life skills to develop.

Values

In addition to the overt life skills, the course also establishes values that students need to be equipped with. These values include:

- **Work values:** How to make something perfect with openness, good communication and honesty.
- **Academic values:** Working with integrity, curiosity and objectivity; showing appreciation of science and scientists.
- **Personal values**: Showing patience, appreciation of others, compassion and independence.
- **Coexistence values**: Appreciating peace, tolerance and acceptance of others; respecting rules, rights and traditions; participation in helping others.

Issues

Issues that students need to confront in the modern world are embedded in the curriculum. These are flagged in the teacher's notes.

Issues include:

- **Non-Discrimination issues**: Learning to avoid discrimination against people of a different religion, children, women or people with special needs.
- **Citizenship issues**: Appreciating loyalty and belonging, national unity, awareness of rights and duties; showing legal awareness.
- **Environmental and developmental issues**: Showing awareness of environmental pollution and responsibility, and an appreciation of sustainable development and community participation.
- **Health and population issues**: Appreciating preventative and therapeutic health; awareness of overpopulation.
- **Issues of globalisation**: Showing awareness of digital citizenship, leading businesses, technology and civilizational communication.

The course components

- Student's Book and Workbook (two termly booklets)
- Teacher's Guide
- Audio, accessed digitally via the Egyptian Knowledge

Bank (www.ekb.eg)

- Video, accessed digitally via the Egyptian Knowledge Bank (www.ekb.eg)
- A website: www.newhelloforegypt.com

Student's Book

The Student's Book consists of two terms, each of which is divided into two modules of three main units and a review unit.

- Each of the main units is divided into seven lessons, with each lesson designed to take 40–45 minutes of classroom time.
- Lessons 1–3 are double-page spreads and the other lessons are single pages.
- Lesson 7 is a review lesson where students practise using the key vocabulary and language from the unit.
- The two review units provide revision of the vocabulary and language from the module and consolidation of the skills taught in them. Each review unit is divided into two lessons.
- The Student's Book also includes a *Glossary* where students can find definitions of the key vocabulary from the units. The students are encouraged to look up new words in the *Glossary* to discover and clarify their meaning so that they can develop their dictionary skills. See also *Vocabulary* on page 4.

Workbook

The aim of the Workbook is to consolidate and extend students' understanding of the Student's Book content by providing further opportunities to practise it.

- The structure of the Workbook follows that of the Student's Book. There are also two terms, each of which is divided into two modules of three units and a review unit.
- The Workbook content corresponds directly to the Student's Book lesson content. Each main unit in the Workbook is seven pages long and there is one page of exercises for each lesson of the Student's Book. Each review unit is two pages long and there is also one page of exercises for each page of the review unit in the Student's Book.
- The first Workbook unit is designed to refresh students' knowledge of English from the previous year and check what they can remember. The final Workbook unit is designed to check students' understanding of all of the work completed in that term.
- The first page of each Workbook unit practises the new vocabulary and language from Lessons 1 and 2 of the Student's Book.
- The review units in the Workbook are two pages long and recycle the language from the module.
- The expectation is that, in most cases, teachers will set up Workbook tasks in class so that students can complete them at home. However, in some cases, for example discussion activities, Workbook exercises will need to be completed in class instead.

Teacher's Guide

The Teacher's Guide includes the pages from the Student's Book and Workbook alongside the teacher's notes for those pages.

- Teacher's notes are provided for every element on each page of the Student's Book and Workbook.
- These teacher's notes outline possible warmers, describe procedures for the implementation of exercises in the classroom and provide explanations of the connections between exercises and the *Life Skills, Values* and *Issues* they have been designed to develop. For example a task about how much time students spend each day doing different activities enables them to develop the life skill of time management.
- Teacher's notes also provide answers or suggested answers for all exercises and the audio scripts for all of the audio material.

Video

The aim of the accompanying video material is to broaden or deepen students' knowledge about topics they have studied in the Student's Book units. It also provides a fun opportunity for listening practice and, very importantly, prepares students to operate as English users in a world where video is a dominant medium of communication.

- The video material will be available on the Egyptian Knowledge Bank (EKB).
- One video accompanies each unit of the Student's Book.
- The video icon appears at the bottom of the page to indicate in which lesson the video for that unit is intended to be used. There are also notes and scripts for the video in the Teacher's Guide.
- The content of the video will be relevant to the topic of each unit.
- The creators of the course are aware that in some schools it may not be possible for students to use technology in the classroom to view the videos. However, video material has been provided because of the potential value it adds to the learning process.

A Student's Book unit in detail

- Lessons 1 and 2 of each unit provide longer reading texts or language presentations; Lessons 3–6 provide integrated skills practice; and Lesson 7 provides

revision of the vocabulary and language points presented in the previous lessons.

- A variety of relevant and interesting reading and writing texts and listening/speaking scenarios are included in the Student's Book units including emails, articles, stories, instant messaging texts, interviews, questionnaires and panel discussions.

Unit objectives

Unit objectives are provided at the start of each unit and are organised under the following headings: Reading, Writing, Listening, Speaking, Language and Life Skills. Their aim is to provide teachers with a brief overview of what students are going to learn about and do in the unit. The order in which the unit objectives are organised is the same in every unit and does not reflect the order in which these items are presented in the unit.

Unit Opener

Each unit begins with one or more photos or pictures which introduce students to the unit's topic and are accompanied by questions designed to engage students with the topic. This is often done in the form of a quiz or a discussion point. This fun lead-in activity provides an opportunity for the teacher to discover how much students already know about the unit topic based on their general knowledge and also what vocabulary knowledge they already have. Teachers are encouraged to promote student engagement with the unit topic by adding personalisation to the opening activity. This could be done, for example by asking students to talk about their own routines where photos of daily routines are used or talk about places they know where photos of famous places are used.

A *Research* box is included in most units to help students develop their internet search skills. Students are given a question or task, e.g. *Choose a country. What time do students come home from school in that country?* and find the relevant information using the internet or other sources.

A *Find* box is included in each unit to get students to find a specific piece of information in the unit. The aim is to help students develop their ability to skim for specific information. This is a useful skill in the modern world, where large amounts of information are available online and people have to read it to identify the specific information they need.

Reading

A wide range of text types are used in the Student's Book and these include: magazine and newspaper articles, blogs, web pages, story extracts or summaries, emails, essays, reviews, reports, signs, presentations and interviews. The text types chosen reflect modern means of communication that students will encounter in the real world. The exercises that accompany the reading texts are designed to check various reading skills, such as reading for gist, reading for specific information or reading for detail. The reading texts are often used to introduce key language and vocabulary as well.

Writing

Writing activities are carefully staged so that students move from reading a model text to preparing to write a text and then finally to writing a text. Students are asked to write a wide range of texts, including: descriptive texts, a text message, a website profile, an informal email, a report, a blog, a newspaper article and a presentation.

Many of the writing activities are accompanied by a *Writing tip* box, which provides students with helpful advice on an important aspect of the writing task.

Listening

Listening tasks give students the opportunity to hear English in realistic contexts. A wide variety of listening types is included such as conversations between friends, descriptions of photos, a talk about a family history, a class debate, an account of a trip to a museum, stories about people who helped, a radio news report and a podcast about tourism. As with the reading tasks, the exercises that accompany the listening tasks are designed to check various listening skills, such as listening for gist, listening for specific information or listening for detail. As well as helping to develop their listening skills and improve their pronunciation, the listening tasks often introduce key functional language, such as responding to news, checking you understand, making suggestions and suggesting solutions to problems. All audio scripts for the recordings are given in the Teacher's Guide.

Speaking

Speaking exercises give students the opportunity to use the vocabulary and language they have learned to communicate with other students. In each speaking exercise, students are supported by text prompts, question prompts, photos or artwork, and they are encouraged to prepare to speak before they start speaking.

Language

New language is presented in a contextualised way in the form of texts with an authentic feel. These texts are then

followed by *Language* boxes which highlight and present the language in a simple, clear and visually appealing way. Key language is also practised in the Workbook.

Vocabulary

In every unit, around 15-20 new words are introduced. These vocabulary items are often introduced in reading texts, where they are highlighted in clear bold font. Students are encouraged to notice the new words and deduce their meaning from context while reading. This process is designed to reflect the way in which we typically absorb new vocabulary we encounter outside the classroom. Meaning can be checked against the *Glossary* at the back or with a beginner's dictionary. Key vocabulary is also practised in the Workbook.

Life Skills

A focus on a specific *Life Skill* is indicated by a *Life Skills* box. *Life Skills* exercises provide students with the chance to develop critical thinking skills and consider different opinions, thought-provoking and challenging discussion topics. A secondary aim of *Life Skills* exercises is to provide more freer speaking practice. There are additional discussion activities marked by a thought bubble icon which also require and practise critical thinking skills.

Remember!

A *Remember!* box is included in some units to draw students' attention to a language feature that is related to the topic of the lesson it appears in. These tips could be language features such as how to use adverbs of frequency (Unit 1) or examples of easily confused words (Unit 3).

Teaching *New Hello!*

Language presentations

New language in the Student's Book and Workbook is always contextualised in texts when it is introduced. Students read the texts and notice how the structure is used. Accompanying exercises reinforce and practise the language. There is always a *Language* box that clearly presents and explains the structure. Students should be encouraged to refer back to these *Language* boxes in later lessons to check that they are using the structures accurately. Further practice of the language is provided in the review lesson at the end of each unit and in the corresponding Workbook lesson. These allow the student to revise the key language and also allow the teacher to monitor and assess the students' progress.

The course is designed to support teachers with large classroom sizes by regularly providing pair work and group work tasks so that students are able to practise speaking with each other and are able to support each other with their learning.

Activity types

- Individual activities enable students to check their own ability to understand the texts they read or audio material they listen to, and also to notice vocabulary or language features individually. These activities also enable students to personalise their output, for example by writing sentences about their daily routine.
- Pair work activities allow students to ask and answer questions or have a conversation in an authentic way. The one-to-one nature of these exchanges mean that students feel less inhibited about speaking and making mistakes.
- Group work activities are also included. They allow students to communicate with other students in a group situation, which is similar to a lot of real-life social interactions. These activities are opportunities for students to use language in a freer way while having fun. Taking part in group work activities will help to boost students' confidence.

Technology

Throughout the course, there is an awareness that students will be communicating in a world where digital communication is prevalent and the vast majority of people use technology such as smartphones. This is reflected in the inclusion of text types such as online reviews, messages and blog posts in writing activities.

There are also various tables, charts and diagrams throughout the course. These often present information in a graphic or non-verbal way, such as you might see online. Students are encouraged to analyse, interpret and discuss the information in English, and often to present similar information in their own tables, charts or diagrams.

In some places, the Student's Book will encourage students to use technology themselves in the classroom, whether to complete the *Research* task in a unit or to support the *Project*. In some schools, using technology in the classroom or at home might not be possible and so these features have been placed in boxes outside the flow of the lesson to make them easy for teachers to adapt by using conventional research tools if this is the case.

Independent learning and preparation

In the modern world, students and employees are increasingly expected to be able to work independently and to be adaptable. It is, therefore, important to encourage students to learn these skills. The course is

designed to encourage these skills. The suggestions below can help develop them further.

- At the end of each lesson, you could give students a quick homework task designed to get them interested in and motivated for the next lesson, for example research a footballer, look up a book to be reviewed in the next lesson, think about a topic or a discussion point, or look up the meaning of some vocabulary items in the *Glossary*.
- Simple tasks that only require students to read or complete exercises can be assigned for homework so that there is more time for productive skills in the classroom. Most Workbook tasks would be ideal activities to assign for this purpose, for example.
- In stronger classes, you can read through the *Language* box in the next lesson and ask them to prepare any questions they have about it independently. You can then answer these questions the next time you meet.

Extra activity ideas

Language activity ideas

- **Reverse translation:** Students work in groups of three. They write sentences containing a language structure they need to practise on cards or strips of paper or in their notebooks. They then show these English sentences to a partner who translates them into Arabic and writes the translated sentence, either on the back side of the card or strip of paper or in their notebooks. That student then passes the Arabic sentence on to a third student, who translates the sentence back into English and writes it down again. Students then compare the original English sentence with the third English sentence, check if the third sentence is correct and discuss why it is incorrect, if this is the case.
- **Sentence correction:** Students work in small groups. Each student writes three grammatically correct sentences and two grammatically incorrect sentences in their notebooks. The students take it in turns to read their sentences aloud, mixing the correct and incorrect sentences. The other students have to identify the incorrect sentences and get a point if they can correct it.

Vocabulary activity ideas

- **Guess the word**: Students work in a group and choose a word for a thing. They describe this thing to the rest of the class (or a larger group) without saying the word for it, and the rest of the class try to guess the word.
- **Pelmanism:** Students are shown a group of objects or cards with words or phrases on them. The teacher then removes one or two of these objects or cards while students are not looking. The students have to say which objects or cards have been taken away and define that word. This activity could be a useful way of getting students to practise relative pronouns, which is a language point of Unit 5 in this course, for example.

Check your English

Check your English

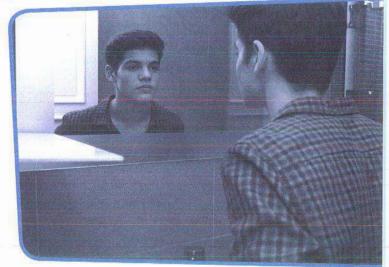
Check your English

1 Complete the questions with these words.

did ~~does~~ highest if looking made shouldn't Were

1 What does an engineer do?
2 What is a teaspoon made of?
3 If you can see yourself, what are you looking at?
4 Which is the highest mountain in the world?
5 Why shouldn't you eat a lot of chocolate?
6 What happens if you touch a jellyfish?
7 Where did Robinson Crusoe live for many years?
8 Were there any bedrooms in the houses of Deir el-Medina?

2 Now match the questions from Exercise 1 with the answers.

a [6] It stings you.
b [5] There is too much sugar in it.
c [1] He or she designs engines or parts of buildings.
d [4] Mount Everest
e [8] No, there weren't.
f [7] on an island
g [2] metal (but sometimes plastic)
h [3] a mirror

3 Listen and check your answers to Exercises 1 and 2.

4 Read and underline the mistakes in these sentences. Correct the mistakes.

1 I got short, curly hair. have got
2 That is not your bag, it is my. mine
3 Mariam didn't climb the mountain because she was frightening. frightened
4 There are any peppers in the fridge. some
5 Did you went to the park this morning? go

5 Read the book summaries and write the missing sentences a–d in the right places.

- **a** Some of the people are funny and some of them are scary!
- **b** The story moves slowly, but I like the story's message.
- **c** Should he talk to the man, or should he hide?
- **d** If he gets home on time, he will win a prize.

2 This book is very exciting. It is about a man who must travel quickly through many places by ship and train. It is easier to travel through some countries than others! [2] *d* It is a very difficult challenge, but will he do it?
Around the World in 80 Days

1 I really enjoyed this book. It is about a sailor who lived for many years on an island. In the morning, he always went for a walk on the beach alone, then, one day, he saw another person on the island! [1] *c* Read it to find out!
Robinson Crusoe

4 This story is very interesting! It is about a girl who goes to a very strange place. There are a lot of very interesting people and animals in this place and she has lots of adventures. [4] *a* Will she find her way home?
Alice's Adventures in Wonderland

3 In this story, an old fisherman spends many days trying to catch a big fish. He is very good at fishing and catches the fish, but when he returns home, the fish is just a skeleton. However, the other fishermen respect the old man because he tried very hard. [3] *b*
The Old Man and the Sea

6 Ask and answer the questions about the stories in pairs.

1 Which is the only story that is not about the sea? *Alice's Adventures in Wonderland*

2 Which two stories are not only about people? *Story 3 and story 4*

3 Which stories have forms of transport in them? *Story 2 and story 3*

4 Which of the stories did you enjoy? Why? *Student's own answers*

7 Write a summary of another book or film that you enjoyed.

- Say what the story/film is about.
- Write about the people in the story/film and about what happens to them.
- Finish with a question or your opinion.

....

....

Student's own answers

....

Check your English

3 **Listen and check your answers to Exercises 1 and 2.**

 Audioscript

Narrator: 1
Speaker 1: *What does an engineer do?*
Speaker 2: *He or she designs engines or parts of buildings.*

Narrator: 2
Speaker 1: *What is a teaspoon made of?*
Speaker 2: *Metal (but sometimes plastic),*

Narrator: 3
Speaker 1: *If you can see yourself, what are you looking at?*
Speaker 2: *A mirror.*

Narrator: 4
Speaker 1: *Which is the highest mountain in the world?*
Speaker 2: *Mount Everest.*

Narrator: 5
Speaker 1: *Why shouldn't you eat a lot of chocolate?*
Speaker 2: *There is too much sugar in it.*

Narrator: 6
Speaker 1: *What happens if you touch a jellyfish?*
Speaker 2: *It stings you.*

Narrator: 7
Speaker 1: *Where did Robinson Crusoe live for many years?*
Speaker 2: *On an island.*

Narrator: 8
Speaker 1: *Were there any bedrooms in the houses of Deir el-Medina? [pronounce Dair ell medeena]*
Speaker 2: *No, there weren't.*

SB pages 2-11 WB pages 72-78

OBJECTIVES

Reading

A text about daily routines; a blog; interviews about routines; a website article about children in India; *The Railway Children*

Writing

A text message; an email to a penfriend

Listening

Description of a bedroom

Speaking

Discussing daily routines; describing bedrooms and furniture

Language

Present simple

Life Skills

Self-management

Values

Coexistence values

Issues

Citizenship

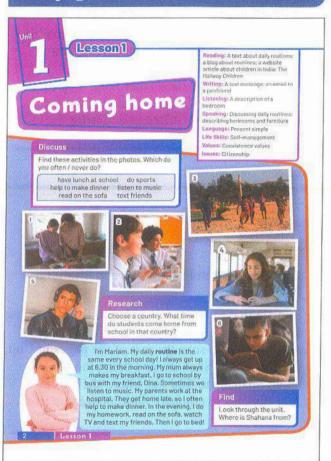
LESSON 1 SB pages 2-3 WB page 72

Outcomes:

- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion

Before using the book:

- Welcome the students in a polite and friendly way. This will help them to feel at home and also to think in English again. Say, for example, *Hello and welcome to our English class!* If you have not taught the class before, give them your name and title: *My name is Miss/Mrs/Mr …*
- Ask students to open their books. Draw attention to the photos of activities that young people like to do on page 2 of the Student's book. Ask students to tell a partner one thing they can see in each photo, for example food, a book, a phone, a ball, etc.

SB page 2

Discuss

Find these activities in the photos. Which do you often / never do?

1 Direct students to the instruction. Review how to use *often* (for things you do many times a week) and *never* (for things you don't do).

2 Ask students to look at the photos of activities on Student's Book page 2, read the activities in the box and say the activity in each photo.

3 You could provide a model for students to use as they make their sentences, e.g. *I often help to make dinner. I never listen to music.*

Answers:

1 help to make dinner
2 have lunch at school
3 do sports
4 text friends
5 listen to music
6 read on the sofa

Research

Choose a country. What time do students come home from school in that country?

1 Elicit from students when they come home from school. Find out what students already know about students in other countries.
2 Ask students to tell each other what they found out. Have a short class discussion about the differences between different countries.

Answers:

Students' own answers.

Find

Look through the unit. Where is Shahana from?

1 Explain that Shahana is a girl who they are going to read about in this unit.
2 Ask students to scan the rest of the pages in Unit 1 for the word Shahana and then scan the text about Shahana to find out where she's from.
3 Ask students to compare their answers in pairs.

Answers:

She is from India.

SB page 3

Lesson 1 | 1

Reading

1 Read about Mariam. How does she get to school?

2 Read about Mariam again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Mariam does the same things every day of the week. (F) She has the same routine every school day.
2 Mariam cooks breakfast before school. ....
3 Mariam sometimes listens to music on her way to school. ....
4 Mariam always makes dinner for her parents. ....
5 Mariam often watches TV in bed. ....

3 Read and complete.

Mariam [1]doesn't get up at 7 am. She [2]........ up at 6.30. Mariam[3]........ make breakfast. Her mum always [4]........ it. Her parents [5]........ at a school. They [6]........ at a hospital. They [7]........ home early. They [8]........ home late.

4 Answer the questions.

1 Does Mariam listen to music on the bus? Yes, she does.
2 Do her parents make the dinner? ....
3 Does Mariam text her friends before she goes to bed? ....
4 Does Mariam do the same every school day? ....

Writing and speaking

5 Write two true sentences and one false sentence about your daily routine.

On Saturdays, I always get up at 11 o'clock. I never have coffee for breakfast. I often listen to music on my way to school.

Remember!

Adverbs of frequency

always	usually	often	sometimes	never
*******	****	***	** / *	0

6 Read your sentences to your partner. Your partner can guess which one is false!

The first sentence is false. You don't always get up at 11 o'clock.

Workbook page 72 | Lesson 1 | 3

Reading

1 Read about Mariam. How does she get to school?

1 Direct students to the photos of Mariam on pages 2 and 3 of the Student's Book.
2 Elicit that a daily routine is the activities that people do every day and the times when they do them. Students can check the meaning of *routine* in the *Glossary*, if necessary.
3 Elicit possible ways in which Mariam could travel to school, e.g. on foot, by car, by bus, by train.
4 Students read the text and find the information about how she travels to school.
5 Ask students to compare their answers in pairs.

Answers:

She goes by bus.

2 Read about Mariam again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Read the statements 1–5 with the class, asking a different student to read each one.

2 Ask students to decide individually if each statement is true or false based on what they can remember about Mariam's daily routine and then read the text again to check their answers.
3 Ask students to compare their answers with a partner. Then check answers around the class.
4 Ask students to tell a partner whether the statements are true or false for them and to correct the false statements so they are true.

Answers:

1 F (She has the same routine every school day.)
2 F (Her mother cooks breakfast.)
3 T
4 F (She often helps to make dinner.)
5 F (She watches TV and reads on the sofa before she goes to bed.)

3 Read and complete.

1 Ask students to read the short text and the example.
2 Students can work in pairs to complete the text with the correct verbs.
3 Check their answers as a class.

Answers:

1 doesn't get up	2 gets	3 doesn't
4 makes	5 don't work	6 work
7 don't come	8 come	

4 Answer the questions.

1 Students can quickly answer the questions in pairs.
2 Check their answers as a class.

Answers:

1 Yes, she does. 2 Yes, they do.
3 Yes, she does. 4 Yes, she does.

Writing and speaking

5 Write two true sentences and one false sentence about your daily routine.

1 Direct students to the *Remember!* box to review the uses of adverbs of frequency.
2 Ask students to read the example sentences and elicit that the adverb of frequency is used between *I* and the verb in each sentence.
3 Check students know that one of their three sentences should be false.
4 Students write their three sentences individually.

Answers:

Students' own answers.

6 Read your sentences to your partner. Your partner can guess which one is false!

1 Put students into pairs. Ask them to take it in turns to read their sentences out loud.
2 Remind students to say both the true sentences and the false sentences in the same way.
3 Direct students to the phrase *You don't always get up ...* in the example sentence and draw their attention to how to use adverbs of frequency in negative sentences.

WB page 72

Unit 1 Lesson 1

Coming home

Vocabulary

1 Complete the sentences with these words.

~~daily~~ routine sofa text way

1 I go to the baker's with my mother daily: we always buy bread in the morning.
2 Come and sit on this ....: four people can sit on it.
3 I saw Ahmed's father on his .... to work this morning.
4 We do the same thing every day when we're on holiday, because my family like to have a ....
5 Can you .... my mother for me, because my phone is not working?

Language

2 Make sentences or questions, then match the pairs of sentences.

1 Hamdi / not / drink coffee / breakfast.
Hamdi doesn't drink coffee for breakfast.
2 How / Dina / get to school?
3 What time / your first lesson / begin / this morning?
4 She / not / like football.

a ☐ My first lesson / at 8 o'clock.
b 1 He / like / to drink tea.
He likes to drink tea.
c ☐ She / prefer / tennis.
d ☐ She / take / the bus.

3 Complete these sentences with an adverb of frequency, so they are true about yourself.

always never often sometimes usually

1 I .... do my homework before I have my dinner.
2 I .... get up late at the weekends.
3 My cousins .... text me.
4 My brother/sister .... helps me with my school work.
5 I .... sit next to the same person in my lessons.

72 Lesson 1

Vocabulary

1 Complete the sentences with these words.

1 Ask students to complete the sentences with the correct words individually.
2 Allow students to compare their answers in pairs before checking around the class.
3 As a follow-up, ask students to write two or three sentences using the words in context.

Answers:

1 daily   2 sofa   3 way   4 routine   5 text

Language

2 Make sentences or questions, then match the pairs of sentences.

1 Draw students' attention to the instructions.
2 Quickly review how to form a negative present simple sentence by drawing students' attention to the example.
3 Ask students to complete the task individually.
4 Elicit each complete sentence and the sentence with the same meaning around the class.

Answers:

1 Hamdi doesn't drink coffee for breakfast.
2 How does Dina get to school?
3 What time does your first lesson begin this morning?
4 She doesn't like football.
a [3] My first lesson begins at 8 o'clock.
b [1] He likes to drink tea.
c [4] She prefers tennis.
d [2] She takes the bus.

3 Complete these sentences with an adverb of frequency, so they are true about yourself.

1 Students read the sentences and think about how frequently they do each activity. Refer students back to the *Remember!* box on page 3 of the Student's Book to help them choose the correct adverb of frequency if necessary.
2 Students write complete sentences with the adverbs of frequency from the box in their workbooks.
3 Ask students to compare and check their sentences in pairs. Then invite different students to read out their sentences.

Answers:

Students' own answers.

Skills

Reading:

- To read a short familiar text for gist
- To read a short familiar text and find specific information

Writing: To write sentences about your daily routine

Speaking: To read aloud sentences about your daily routine

Vocabulary: routine

Language:

- To use the present simple (affirmative, negative and question forms)
- To use adverbs of frequency

LESSON 2 SB pages 4-5 WB page 73

Outcomes:

- To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text to read words and use some word identification strategies with growing confidence.
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text.
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- To distinguish their own point of view from that of the narrator or those of the characters.
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it.
- To answer simple questions and respond to simple statements in an interview.

SB page 4

1 Lesson 2

Reading

1 Look quickly at the blog. How does Sherifa help at home?

2 Read the blog again and answer the questions.

1 Who does Sherifa live with? She lives with her parents and two brothers.
2 Where does Sherifa's dad eat breakfast? Why?
3 How do Sherifa and her brothers get to school?
4 What's Sherifa's favourite subject?
5 How often does she listen to music?
6 What do Sherifa and her dad do in the evenings?

My best friend's family

Hi everyone. Today's **interview** is with my best friend Sherifa and her family. Here's a photo of us. Sherifa's on the right!

How many people are in your family, Sherifa?
There are five people: me, Mum, Dad and my two brothers.

When do you get up?
I usually get up at 6.30 and help Mum make breakfast. My brothers help, too. My dad starts work very early, so he leaves home before we get up. That's why he doesn't have breakfast with us. He eats when he gets to work. I walk to school with my brothers.

Do you like to study?
Yes, I do. My favourite subject is English.

What do you do in the evening?
I listen to music every day. My dad and I sometimes play chess. My brothers always watch TV and my mum usually reads.

Speaking

3 Work in pairs. Discuss.

1 How is Sherifa's family the same as or different to yours?
2 Is it important to do something different at the weekend? Why?
3 What do you do at the weekend?

Language

4 Complete the questions.

1 What do you do in your free time?
2 ...... do you live?
3 ...... do you live with?
4 ...... do you get up?
5 ...... do you get to school?

5 Work in pairs. Ask and answer the questions in Exercise 4.

4 Lesson 2

Reading

1 Look quickly at the blog. How does Sherifa help at home?

1 Elicit or remind students what a blog is. Ask them how often they read blogs and what they read about on blogs.
2 Direct students to the instruction. Elicit possible activities young people can do to help at home.
3 Ask students to find the answer to the question by quickly scanning the blog.
4 Check answers as a class. You could then ask students how often they help their mothers to make breakfast.

Answers:

She helps her mother make breakfast.

2 Read the blog again and answer the questions.

1 Ask students to read the questions and try to remember the answers. Then ask students to identify the question words in each question, for example *who*, *where*, *how*, etc.
2 Students read the blog again and focus on finding or confirming the answers to the questions.
3 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 She lives with her parents and two brothers.
2 He eats it at work because he starts work early and leaves home before the family get up.
3 They walk.
4 English
5 She listens to music every day.
6 They sometimes play chess.

Speaking

3 Work in pairs. Discuss.

1 The speech bubble icon in the Student's book denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn, or to evaluate the reasons why someone would do something in order to understand it on a deeper level. The aim of this exercise is for students to understand the importance of managing their time so that they have time to relax and spend time with their family as well as doing their school work.
2 Put students into pairs to discuss the questions. Give them one or two minutes to think about their answers before they start talking.
3 Encourage students to refer back to the information in the blog to help them answer the first question.
4 Remind students to give a reason for their answer to the second question by using *because*, for example.
5 Ask students to use an adverb of frequency in their answer to the third question.

Answers:

Students' own answers.

Language

4 Complete the questions.

1 Read the example, then ask students to complete the remaining sentences using a question word. They can do this individually.
2 Check their answers as a class.

Answers:

1 What 2 Where 3 Who
4 When/What time 5 How

5 Work in pairs. Ask and answer the questions in Exercise 4.

1 Read the example and check students understand the task.

2 Go round and monitor as students are asking and answering the questions in pairs. Make a note of any consistent errors and encourage students to correct these errors when they have finished.

3 Ask one or two pairs to demonstrate their dialogues to the class.

SB page 5

Lesson 2 1

6 Match the questions a–e to the answers 1–5.

a What do you usually do at the weekend, Nabil?
b What time do you go to bed at the weekend?
c Do you like football? Why?
d How many people are in your family?
e Where do you live?

1 ...e... In Cairo, in a big block of flats.
2 .... Five: my parents, my grandma, me and my sister.
3 .... Yes, I do, because it's fun and it's good for you!
4 .... Sometimes I go to my friend's flat and we play computer games.
5 .... At about ten o'clock.

Speaking

7 Work in pairs.

1 Choose a topic from below and ask a *Yes / No* question.
2 When your partner answers *Yes*, think of another *Wh-* question to ask about that topic.

books and TV family hobbies and interests school subjects sports

Remember!

A *Yes / No* question usually begins with a helping verb like *Do / Did you ...?* or with *Are / Were you ...?*
A *wh-* question starts with a question word (*what, why* etc.).

Life Skills

How much time do you spend on the following activities every day?

doing exercise doing homework reading on the sofa sleeping texting your friends

Do you think you should spend more or less time on these activities? Why?

Writing

8 Work in pairs.

1 Write six sentences about your routine.
2 Share your sentences with your partner. What is the same and what is different?
3 Write a short paragraph in your notebook. Write what is the same and what is different about you and your partner.

Workbook page 73 Lesson 2 5

6 Match the questions a–e to the answers 1–5.

1 Direct students to the photo of Nabil and tell students that they are going to match the questions Nabil was asked with his answers.

2 Help students with the term *block of flats*. Refer students to the photo and the *Glossary* if necessary.

3 Students match the questions to the answers, concentrating on the question words at the start of each question to help them find the answers.

4 Ask students to compare their answers in pairs. Then go round the class, inviting different students to say a question and then respond with the correct answer.

Answers:

1e 2d 3c 4a 5b

Speaking

7 Work in pairs.

1 This exercise requires students to use their critical thinking skills to find out information about another student. Elicit or explain that the first question in the speech bubbles (*Do you have any brothers and sisters?*) is a *Yes/No* question. Direct students to the *Remember!* box so they can see the words you can use at the start of a yes/no question.

2 Put students into pairs to ask and answer questions about each of the topics in the box.

3 Go around and monitor while students are talking. Make a note of good examples of questions and then share them in class when everyone has finished talking.

Life Skills

1 This *Life Skills* box focuses on helping students develop the life skill of self-management. The ability to manage their time and their activities is one that students will need to use every day for the rest of their lives. In order to develop this skill, students first need to consider how much time they spend on common, everyday activities and then evaluate whether they spend an appropriate amount of time on each one. Encourage students to tell their partner honest answers to the questions, but also make them aware that they don't have to share personal information if they don't want to.

2 Put students into pairs. Ask them to read the questions and activities. Encourage students to take a few minutes to carefully consider their answers. Remind them that they also need to think of reasons why they should spend more or less time doing each activity. You could model a possible answer with an explanation, for example: *I think I should spend more time reading on the sofa because it's important to relax.*

3 Students share their answers to the questions with a partner. Go around and monitor, reminding students to give reasons for their answers. Encourage more confident students to add another turn to the conversation after the first question and answer, for example by asking their partner a follow-up question like: *How often do you have time to read on the sofa?* Note any good examples of decision-making to elicit during class feedback.

Writing

8 Work in pairs.

1. Put students into pairs.
2. Ask students to write sentences about their routines.
3. Go around and monitor while students are writing, offering feedback and corrections where necessary.
4. Put students into pairs to compare the sentences they have written.
5. Students can then write a short text saying what is the same and what is different. They could do this for homework.

Answers:

Students' own answers.

WB page 73

Lesson 2 | 1

Vocabulary

1 Answer the questions.

1 Do you live in a block of flats, or somewhere else?

2 What do you do to have fun?

3 What exercise do you do every week?

4 How do you like to spend your time in the holidays?

Language

2 Match to make questions.

1 [d] What time do you get — a play tennis?
2 [ ] Where do your — b usually talk to at break?
3 [ ] How often do you — c hard for your exams?
4 [ ] Who do you — d up in the mornings?
5 [ ] Why do you want — e cousins live?
6 [ ] Why do you study — f to learn English?

3 Now answer the questions in Exercise 2 about yourself.

1 I usually get up at
2
3
4
5
6

Writing

4 Write a paragraph about what you and your family usually do in the holidays. You can use your ideas in Exercise 8 of your Student's Book.

Lesson 2 73

Vocabulary

1 Answer the questions.

1. Direct students to the instruction and elicit or explain that they need to write their own answers to the questions. Direct students to question 1 and the photo and elicit that the building in the photo is a block of flats.
2. Allow students time to complete the exercise individually. Monitor as they are working.
3. Students could check their answers with a partner by taking turns to ask the questions and give their answers.

Answers:

Students' own answers.

Language

2 Match to make questions.

1. Direct students to the example question.
2. Remind students to use the type of information in the second half of the question (a–f) to help them identify the correct question word in the first half of the question (1–6).

3 Students check their answers in pairs. Confirm answers in class.

Answers:

1d 2e 3a 4b 5f 6c

3 Now answer the questions in Exercise 2 about yourself.

1 Tell students that in this exercise they are going to practise writing sentences about themselves.

2 Direct students to the example and tell them to use adverbs of frequency in their answers where appropriate. Refer students back to the *Remember!* box on page 3 of the Student's Book for a reminder of how to use adverbs of frequency, if necessary.

3 Students then write their answers to the questions in class or for homework.

4 Ask confident students to read their sentence in class.

Answers:

Students' own answers.

Writing

4 Write a paragraph about what you and your family usually do in the holidays. You can use your ideas in Exercise 8 of your Student's Book.

1 Direct students to the instruction and check the meaning of *paragraph*. Tell students to write three or four sentences.

2 Students write their paragraph in class or for homework. Students can then swap their texts for their partner to check.

Answers:

Students' own answers.

Skills

Reading: To read and understand a blog about a student's family and daily routine

Speaking:

- To write questions about another student's daily routine
- To write a paragraph about what you and your family usually do in the holidays (Workbook)

Writing:

- To ask and answer questions about your family and relaxing at home
- To ask and answer questions to find out information about another student

Vocabulary: block of flats, interview [n]

Language: Question words

Life Skills: Self-management: managing time and routine

LESSON 3 SB pages 6-7 WB page 74

Outcomes:

- To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text to read words and use some word identification strategies with growing confidence
- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it
- To answer simple questions and respond to simple statements in an interview

SB page 6

1 Lesson 3

Reading

1 Read the profile quickly. Which of the three questions is Shahana answering?

2 Read the article again and choose the correct answers.

1 There are (five) / four people in Shahana's family.
2 Shahana lives / doesn't live in the city.
3 The family has / doesn't have water in the house.
4 Shahana has / doesn't have breakfast with her family.
5 She helps her mother feed the chickens / make dinner.

3 Read the answers about Shahana. What are the questions?

1 Where does Shahana live?
She lives in a village.
2 ...
She shares a room with her sister.
3 ...
She has bread with a cup of tea.
4 ...
He works in a shop.

4 Answer the questions.

1 What is Shahana's morning routine?
She gets up early and has breakfast.
2 What jobs does she do in the house? ...
3 When does she do her homework? ...
4 Who does she sometimes help to do their homework? ...

Research

Find out about the life of another person outside Egypt. Where does he/she live? What is his/her daily routine?

Lives around the World

Tell us about your life!

- What are your hobbies and interests?
- What is a typical day in your life?
- What job do you want to do one day?

My name's Shahana. I'm from India. I live in a village with my parents, my brother and my sister.

I share a room with my sister. We all get up early. There is an outside **tap** at the end of street where we live. My mum gets water from the tap every morning. Then we all have breakfast. We have bread with a cup of tea. My dad works in a shop.

I have two jobs to do when I get home from school. I **feed** the chickens, then I help my mum make dinner. After dinner, I do my homework. Sometimes I help my brother and sister to do their homework, too. Then I go to bed.

Writing

5 Write about your daily routine. What do you do every day?

6 Lesson 3

Reading

1 Read the profile quickly. Which of the three questions is Shahana answering?

1 Tell students they are going to read a profile (a short description) about the daily life of a student called Shahana from India.
2 Direct students to the photo of Shahana and the photo of a house in India. Brainstorm students' ideas for possible similarities and differences between Shahana's daily life and theirs.
3 Draw attention to the words *feed* and *tap*. If they cannot deduce the meaning from the context, refer them to the *Glossary*.
4 Direct students to the three questions at the top of the text. Check the meaning of *typical* in the question *What is a typical day in your life?* with students.
5 Allow students to compare their answers in pairs and then check answers around the class.

Answers:

What is a typical day in your life?

2 Read the article again and choose the correct answers.

1 Tell students to read the sentences and try to answer correctly based on what they can remember from their first reading.
2 Ask students to identify the specific information they need to look for in the text, for example the word *city* in question 2 means students need to find a word for a place.
3 Check answers around the class by inviting different students to answer.
4 You could extend the task by asking students to write another sentence about Shahana based on the text which includes two options – one correct, one false. They could then read the sentence out loud to a partner who says which option is correct.

Answers:

1 five 2 doesn't live 3 doesn't have
4 has 5 make dinner

3 Read the answers about Shahana. What are the questions?

1 Read the first answer and the example question.
2 Explain that you would like them to write three more questions for the answers given. Students can do this in pairs.
3 Check their answers as a class.

Answers:

1 Where does Shahana live?
2 Who does she share a room with?
3 What does she have for breakfast?
4 Where does her father work?

4 Answer the questions.

1 Students now answer the four questions about the text. They can do this individually and compare answers in pairs.

Answers:

1 She gets up early and has breakfast.
2 She feeds the chickens and helps her mum make dinner.
3 She does it after dinner.
4 She sometimes helps her brother and sister to do their homework.

Research

1 Read the instruction. Students can do their research in class or for homework.

2 You could take in their work to mark.

Writing

5 Write about your daily routine. What do you do every day?

1 Give time for students to discuss what they are going to write with a partner. They can write in their notebooks.

2 You could ask a few students to read out their text to the class, or take it in to mark.

Answers:

Students' own answers.

SB page 7

Lesson 3

1

Reading

6 Read the conversation and answer the questions.

Yunis: Grandma, have you got a watermelon?
Grandma: Yes, I have. It's on the table.
Yunis: Can I have some, please? I like watermelon.
Grandma: Yes, of course. We need a knife to cut it!
Yunis: Shall I help you to cut it?
Grandma: Thank you, Yunis, but be careful with the knife!

Underline the three questions. Which question ...

1 asks for something?
2 suggests doing something?
3 asks what Grandma has?

7 Complete the text message with *can, shall* or *have you got*.

Hi Amal. [1] Have you got that game called *Odd one out*?
No! I don't play that game now. It's for young children.
[2] .... any other children's games? My six-year-old cousin is here and he wants to play a game with me.
Yes, I have *Role-play*! Do you remember that game?
Yes, I do! [3] .... I borrow it this evening? My cousin would love it!
Of course. [4] .... I play it, too? It's better with three people, and I still enjoy that game.
Of course! You can come to my house later.

Writing

8 Work in pairs.

1 You want to play a game with a friend next weekend. Take turns to write text messages to each other. Include questions with *Shall, Can* and *Have you got ...?* Start like this:

Hi! Shall we play a game next weekend?

2 Read your text message conversation. Circle all the questions. Have you written them correctly?

Writing tip

Use short and clear sentences in text messages.

Workbook page 74 | Lesson 3 | 7

Reading

6 Read the conversation and answer the questions.

1 Ask students to look at the photo and elicit *watermelon*.

2 Ask students to read the conversation in pairs, then to answer the questions. Go round and monitor, offering help and support if necessary.

3 Check answers around the class.

4 Ask a few students to read the conversation again to the class and check their pronunciation.

Answers:

1 Can I have some, please?
2 Shall I help you to cut it?
3 Grandma, have you got a watermelon?

7 Complete the text message with *can, shall* or *have got.*

1 Direct students to the text messages. Ask students if they send text messages and, if so, who they send them to, how often they send them and what they write about in their text messages.

2 Ask students to start by reading through all the text to get a good general understanding of the conversation.

3 Tell students to complete the text message with the correct words. They can do this individually.

4 Ask students to compare their answers in pairs. Then compare answers in class, for example by asking two stronger students to read the complete text message conversation out loud.

Answers:

1 Have you got   2 Have you got
3 Can   4 Shall

Writing

8 Work in pairs.

1 Put students into pairs to practise writing their own text message conversations together.

2 Direct students to the *Writing tip* and encourage them to follow this advice.

3 Brainstorm ideas that students could include in their text message conversation and write these up on the board.

4 Tell students to take one page of their notebooks or piece of paper and take it in turns to write a text conversation.

5 Remind students to try to use the question words in their text messages correctly and ask them to check if they've done this before handing them over to their partner. Students can also check each other's sentences.

6 Monitor students' writing, offering help and feedback where necessary. Make a note of good text message conversations and ask students to share them during feedback.

Answers:

Students' own answers.

WB page 74

1 Lesson 3

Vocabulary

1 Complete the sentences.

feed share tap ~~typical~~ village

1 On a typical day, Reem gets up, goes to school and then helps her mother in her shop.
2 Hassan forgot to bring any food for the picnic, but we can .... our food.
3 I live in a city, but my grandparents live in a small .... in the country.
4 In England, a farmer doesn't need to .... his goats in the summer, as they can find their own food in the mountains.
5 My uncle has a .... in his garden and he uses it to water his plants every evening.

Language

2 Match to make questions.

1 [d] Has your father — a in your bag?
2 [ ] What have you got — b a glass of water, please?
3 [ ] Shall I help you — c the beach tomorrow?
4 [ ] Can I have — d got a computer?
5 [ ] Shall we go to — e carry your books?

3 Choose the correct word. Then role-play the dialogue.

Ali: This is a nice restaurant. 1 (Shall) / Do we eat here, Hassan?
Hassan: Yes, that's a good idea.
Waiter: Good evening. Where would you like to sit?
Ali: 2 Can / Do we sit next to the window?
Waiter: Of course. What would you like to eat?
Hassan: 3 Have you got / Do you get any fish today?
Waiter: Yes, we've got fish with rice or fish with potato chips.
Ali: We'd like fish with rice, please.
Waiter: 4 Do / Shall I bring you some water?
Hassan: Thank you.

4 Read the answers to some questions. Write the questions.

1 Have you got any cousins? .... Yes, I have five cousins. They live in Alexandria.
2 .... Yes, that's a good idea. Let's go to the park tomorrow.
3 .... No, you can't. Ice-cream is not good for you.
4 .... Yes, my father's got a blue car.

74 Lesson 3

Vocabulary

1 Complete the sentences.

1 Direct students to the instruction. Tell them that the words in the box are all words they read in the article about Shahana's life in India on page 6 of the Student's Book.

2 Students complete the sentences individually. If they are uncertain about the meaning of any of the words in the box, you could refer them back to the text on page 6 of the Student's Book to see how the words are used in context.

3 Check answers by inviting volunteers to read out the completed sentences.

Answers:

1 typical 2 share 3 village
4 feed 5 tap

Language

2 Match to make questions.

1 Tell students to read both halves of all the sentences before they start.

2 Ask students to complete the exercise individually, then check answers with a partner.

3 Check the answers with the class.

Answers:

1d 2a 3e 4b 5c

3 Choose the correct word. Then role-play the dialogue.

1 Students read the dialogue and choose the correct word in pairs.

2 Check their answers as a class.

3 Students then role-play the dialogue. Go round and check they are doing this well. You could ask a few pairs to read their completed dialogues to the class.

Answers:

1 Shall 2 Can
3 Have you got 4 Shall

4 Read the answers to some questions. Write the questions.

1 Students read the answers and write the questions, as in the example.

2 Check their answers as a class.

Answers:

1 Have you got any cousins?
2 Shall we go to the park?
3 Can I have an ice cream?
4 Has your father got a car?

Skills

Reading: To read and understand an article about lives around the world

Writing:

- To write sentences about your daily routine
- To write text messages to ask and answer questions about daily life

Speaking: To ask questions to find out information about a partner

Vocabulary: feed, tap

Language: Present simple questions with *can, shall* and *have/has got*

LESSON 4 SB page 8 WB page 75

Outcomes:

- To recognise some synonyms, homonyms, antonyms, prefixes, suffixes and root words
- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- To distinguish their own point of view from that of the narrator or those of the characters
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion
- To describe and compare feelings, people, places, actions, objects and events establishing relationships

SB page 8

1 Lesson 4

Reading

1 Work in pairs. Look at the pictures and discuss the questions.

1 What do you think the story is going to be about?

2 Do you think it has a happy or sad ending?

2 Read the story and put these pictures in the correct order.

The Railway Children *by E Nesbit*

It is the 1900s. Roberta, her younger brother Peter and their little sister, Phyllis, live with their parents in London. They have a big, **attractive** home with a **large** garden. One **terrible** day, two men take their father away from home. The children do not know where he is going or why.

The children move from the city with their mother to a small house near a **railway line**. The family are **poor** and life is very different for them. The children have lots of adventures near the railway line. A kind old man, who travels on the train every day, becomes their friend.

The old man helps the family in many ways. He helps their father too, because their father is in **prison** for something he did not do. Finally, their father comes home. The family is so happy to be together again at last.

3 Read the story again and match to make sentences.

1 [f] At the beginning, the children live in

2 [ ] Their first home is

3 [ ] They move to

4 [ ] Near their new home, there is

5 [ ] One of their new friends is

6 [ ] The children are very happy when they see

a their father again.

b a railway line.

c big, with a garden.

d a kind old man.

e a small, simple house.

f the city.

4 Look at the words in bold in the story. Match the words and the definitions.

1 a place where people go when they do something wrong prison

2 the 'road' that a train travels on ....

3 people without enough money are ....

4 beautiful ....

5 big ....

6 very bad ....

Speaking

5 Ask and answer the questions in pairs.

1 How did the children feel when they moved to the small house? Why?

2 How do you feel when things change? Is it easy or difficult at first?

8 Lesson 4 Workbook page 75

Background

Tell students that *The Railway Children* is a novel written by an English author called Edith Nesbit. It was first published in 1906. Since then, the book has been translated into many other languages and several television and film versions of the book have been made. The story remains popular to this day.

Reading

1 Work in pairs. Look at the pictures and discuss the questions.

1 Tell students that the three pictures each show important scenes from the book *The Railway Children*.

2 Put students into pairs. Ask them to look carefully at the pictures and discuss: 1) who they can see in them, i.e. three children, a woman (who is their mother) and another older man; 2) where the people in the pictures are, i.e. by the side of a railway line, on a railway platform and inside a home; 3) what the people in the pictures are doing, i.e. waving to a train, meeting a man

on a railway station platform and sitting down and talking at home.

3 Direct students to the questions and ask them to think about and give their answers in their pairs.
4 In class, invite different students to share their answers to the questions. You could also have a class vote on what students think the story will be about and whether they think it will have a happy or a sad ending.

Answers:

Students' own answers.

2 Read the story and put these pictures in the correct order.

1 Tell students that they are now going to read a summary of *The Railway Children* story.
2 Ask students to read the whole summary and check their answers to Exercise 1.
3 Ask students to read the story again to get a general understanding of what happens in each paragraph of the summary. Students then match each paragraph to the correct picture.
4 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 c　　2 a　　3 b

3 Read the story again and match to make sentences.

1 Tell students that the sentences they are going to match summarise the most important events that happened in the story of *The Railway Children*.
2 Encourage students to use what they can remember from their first reading of the story to match the sentence halves. Then they can refer back to the story in Exercise 2 to check their answers.
3 Students compare their answers in pairs and then go around the class and invite different students to say each complete sentence.

Answers:

1f　2c　3e　4b　5d　6a

4 Look at the words in bold in the story. Match the words and the definitions.

1 The words in bold in the summary are likely to be unfamiliar to students. Encourage students to use the definitions to help them decide if either a noun or an adjective is needed and then use this information to identify the correct word. If students are unable to deduce the correct meaning of these words from the context of the story, refer them to the *Glossary* to check their meanings.
2 Once students have completed the exercise, you could check that students can pronounce these words by modelling and drilling them in class.

Answers:

1 prison	2 railway line	3 poor
4 attractive	5 large	6 terrible

Speaking

5 Ask and answer the questions in pairs.

1 This exercise requires students to use their critical thinking skills to show empathy for the feelings of characters in the story and to speculate about what they would do in the situation the characters find themselves in.
2 Put students into pairs and give them one or two minutes to think about their answers to the questions. They might need to refer back to the second paragraph of the summary to remind themselves of how the children's lives change when they move from their home in the city.
3 Give students two to three minutes to talk. Note any good ideas or sentences to elicit at the feedback stage. When students' time is up, elicit some good examples of answers from different pairs in class.

Suggested answers:

1 They are now poor and their house is much smaller. They are probably sad about this, although they have lots of adventures which might be fun.
2 Students' own answers.

WB page 75

Lesson 4 1

Vocabulary

1 Complete the sentences about *The Railway Children* with these words.

~~attractive~~ large line poor prison terrible

1 Roberta's family home in the city is big and attractive.
2 It has a .... garden full of flowers and trees.
3 Roberta feels .... when some men take their father from their home.
4 Their new house is in the country near a railway ....
5 The family do not have much money and now they are ....
6 A kind old man helps their father to leave ...., and the family are happy to be together again.

Reading

2 Are these sentences about *The Railway Children* true (T) or false (F)? Correct the false sentences.

1 At the beginning of the story, four people live in a big house. (F) There are five.
2 The family know why some men take their father away. ....
3 Their new house in the country is not very big. ....
4 The children do not do anything exciting in their new home. ....
5 The kind old man travels on the train daily. ....
6 The father was in prison for doing something bad. ....

Vocabulary

3 Match the words with the same meaning, then find the opposites and circle them.

1 attractive	very bad	small
2 large	beautiful	far from
3 near	big	good
4 terrible	close	ugly

Writing

4 Imagine that you are one of the children and that your father is finally home again. Write in your notebook what you can say to him.

- Describe your new house.
- Describe your friend, the old man.
- Tell your father about what you usually do at your new home.

Lesson 4 75

Vocabulary

1 Complete the sentences about *The Railway Children* with these words.

1 Students complete the task individually. Refer them to the *Glossary* if they need to check the meaning of any of the words.

2 Ask students to compare their answers in pairs and then check answers around the class.

3 You could extend this activity by asking students to write their own sentences using some or all of the six words in the word pool.

Answers:

1 attractive	2 large	3 terrible
4 line	5 poor	6 prison

Reading

2 Are these sentences about *The Railway Children* true (T) or false (F)? Correct the false sentences.

1 Encourage students to first try to predict whether the sentences are true or false and then re-read the text on page 8 of the Student's Book to confirm their answers and check the correct versions of the false sentences.

2 Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.

3 Check the answers with the class. Elicit or explain that *to take someone away* in the second sentence means to force someone to leave one place and go to another place, usually because the person has done something wrong or illegal.

Answers:

1 F (There are five.)
2 F (They don't know why.)
3 T
4 F (They have lots of adventures.)
5 T
6 F (He was in prison for something he did not do.)

Vocabulary

3 Match the words with the same meaning, then find the opposites and circle them.

1 Direct students to the adjectives. Elicit or explain that the adjectives in the left column were all used in the summary of *The Railway Children* and the adjectives in the other two columns have the same meaning (middle column) or the opposite meaning (right column).

2 Ask students to complete the exercise individually and then compare their answers in pairs.

3 Check the answers around the class.

4 Remind students that it is a good idea to use different words with similar meanings (for example large instead of big) in their writing to avoid repetition.

Answers:

1 attractive	beautiful	ugly
2 large	big	small
3 near	close	far from
4 terrible	very bad	good

Writing

4 Imagine that you are one of the children and that your father is finally home again. Write in your notebook what you can say to him.

1 Encourage students to use the ideas they discussed in Exercise 5 on page 8 of the Student's Book about how the children's lives changed when they moved from the city and their feelings about that to help them write their texts.
2 Ask students to take one or two minutes to imagine how the children would feel in this situation and write down their ideas before they start writing.
3 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their texts with a partner. You could take in their work to mark.

Answers:

Students' own answers.

Skills

Reading: To read and understand a summary of the novel *The Railway Children*

Writing: To imagine you're one of the children in *The Railway Children* and write a description of your home, your friend, the old man, and what you usually do at your new home (Workbook)

Speaking: To talk about the children in *The Railway Children's* possible feelings and describe how you would feel in the situation they are in

Vocabulary: attractive, large, railway line, poor, prison, terrible

LESSON 5 SB page 9 WB page 76

Outcomes:

- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion
- To answer simple questions and respond to simple statements in an interview

SB page 9

Lesson 5 1

Speaking

1 Work in pairs. Look at the pictures and ask and answer the questions.
1 Which bedroom belongs to one of the children in *The Railway Children*? Why?
2 What do you like about each room?
3 Which room do you like best? Why?

Vocabulary

2 Label the pictures with the words in the box.

armchair basin ~~bookshelf~~ carpet chest of drawers curtains lamp mirror sofa wardrobe

a 1 bookshelf 2 ..... 3 ..... 4 ..... 5 .....
b 6 ..... 7 ..... 8 ..... 9 ..... 10 .....

Listening

3 Listen to two descriptions. Which room is each person describing?

4 Listen again and answer the questions.
1 How does the boy read in bed? He has a lamp on his bookshelf
2 What do the curtains match? .....
3 What does the boy like best about his room? .....
4 Why does the girl sometimes sleep with the curtains open? .....
5 Where does she like to read? .....
6 Where does she wash her face before she goes to bed? .....

Remember!
We use prepositions of place to say where things are:
behind / in front of
next to opposite
on / under / in

Speaking

5 Work in pairs. Describe your bedroom and listen to your partner describe his/her bedroom. Draw your partner's bedroom. Then compare your pictures.

Video Workbook page 76 Lesson 5 9

Speaking

1 Work in pairs. Look at the pictures and ask and answer the questions.

1 This exercise requires students to use their critical thinking skills to identify the time period a bedroom could be from and give their opinions about two bedrooms.
2 Put students into pairs to ask and answer the questions. Remind students that they need to give their own opinions in answer to questions 2 and 3 so there are no right or wrong answers.
3 Monitor students' conversations. Make a note of interesting or good answers and ask these students to share them in class.

Answers:

1 Bedroom a (because the other room is too modern)
2/3 Students' own answers.

Vocabulary

2 Label the pictures with the words in the box.

1 Direct students to the word box. Ask them to study the pictures again and identify the furniture they can see.

2 Students may need to refer to the *Glossary* to check the meaning of some of the vocabulary for furniture.
3 Ask students to compare answers in pairs and then check answers around the class.
4 Model and drill the pronunciation of the vocabulary. Focus on words which are likely to be more challenging to pronounce, for example *mirror*, *basin*, *curtains* and *wardrobe*.

Answers:

1 bookshelf	2 mirror	3 chest of drawers	
4 basin	5 armchair	6 lamp	
7 curtains	8 wardrobe	9 sofa	10 carpet

Listening

3 Listen to two descriptions. Which room is each person describing?

1 Tell students they are going to hear a boy describing one of the two rooms in the pictures and a girl describing the other room.
2 Play the recording. Ask students to compare answers with a partner.
3 Play the recording again for students to check their answers.
4 Draw students' attention to the sentence: *The colour [of the curtains] matches the carpet.* Elicit or explain that when the colour of two things 'matches', it's the same.

Audioscript

1
Boy: *My room is small, but it's really attractive. I have a lamp on a bookshelf next to my bed so I can read at night. I have a wardrobe with a mirror on the front, and my desk is under the window. Do you like my curtains? The colour matches the carpet.*
The best thing about my room is the sofa. I can sit there and read or watch videos on my computer.
2
Girl: *My bed is under the window. There are cushions on it! Sometimes I sleep with the curtains open because I like to look out of the window! I've got lots of books, and I like to sit and read in the big armchair. I keep some clothes in the chest of drawers. Our bathroom is downstairs, but I have a basin in my room, where I can wash my face before I go to bed.*

Answers:

The boy/ Speaker 1 is describing room b.
The girl/Speaker 2 is describing room a.

4 Listen again and answer the questions.

1 Direct students to the questions and ask them to try to answer based on what they can remember from their first listening.
2 Play the recording again and ask students to write a key word or phrase as the answer for each question. Students can then compare their notes in pairs before writing their answers as full sentences.
3 With more confident students, you could ask them to listen to the recording and then write their answers as complete sentences.
4 Go round the class checking answers. Check students' pronunciation of the vocabulary for furniture in the answers. Model and drill any items students find challenging again.

Answers:

1 He has a lamp on his bookshelf.
2 They match the carpet.
3 He likes his sofa.
4 Because she likes to look out of the window.
5 She likes to read in the armchair.
6 She washes her face in the basin.

Remember!

1 Draw students' attention to the *Remember!* box and ask them to read the prepositions of place.
2 Check students' understanding of the preposition by inviting different students to say what or who is behind them, in front of them, next to them, opposite them; and what is on or under the table and in their bag. Elicit or explain that *behind* and *in front of* have the opposite meaning.
3 Ask students to look at their answers to Exercise 4 again and underline or circle the preposition of place in the following answers: 1 (on his bookshelf), 5 (in the armchair), 6 (in the basin).

Speaking

5 Work in pairs. Describe your bedroom and listen to your partner describe his/her bedroom. Draw your partner's bedroom. Then compare your pictures.

1 Ask students to think about what furniture there is in their bedroom and where it is. Weaker students will probably need to write down their description before they start speaking.

2 Remind students to use the prepositions of place in the *Remember!* box to describe the position of furniture in their bedroom.

3 Students take it in turns to describe their bedroom and draw their partner's bedroom. Go around the class monitoring students and help with any vocabulary needed.

4 Provide feedback on how accurately students used vocabulary for furniture and prepositions of place and how clearly they described their bedroom.

Answers:

Students' own answers.

Video

1 Tell students that they are going to watch a video about ancient furniture. Ask them what furniture they think the Ancient Egyptians had and what differences they think there are between the Ancient Egyptians' furniture and the furniture we have today.

2 Play the video so students can check their answers.

3 Encourage students to ask and answer the questions at the end of the video (Do you look at yourself in a mirror when you leave home? What other furniture do you have at home?) with a partner.

Videoscript

Narrator: *This is a chair from Ancient Egypt, and it is more than four thousand years old. Like many chairs today, it is made from wood.*
In Ancient Egypt, only the richest people had wooden furniture because it was very expensive. Today, most people have wooden furniture and it is not usually very expensive.
We all sit on chairs at home. But in Ancient Egypt, only very rich people used chairs. Other people sat on the floor.
Here is another chair from Ancient Egypt. It is made from wood, but it is covered in gold. Can you see the lions' heads? It belonged to the pharaoh, Tutankhamun. You can see it in the Museum of Egyptian Antiquities in Cairo.
We believe that the Ancient Egyptians made the very first tables. This table is more than 3,000 years old.
Today, tables are usually made from wood. But in Ancient Egypt, they were sometimes made from stone. They used tables for many things, such as writing, eating and playing games.
The Ancient Egyptians also used mirrors. Today, mirrors are usually made from glass. This mirror is more than 3,000 years old and it is made from metal.
Do you look at yourself in a mirror when you leave home?
What other furniture do you have at home?

WB page 76

1 Lesson 5

Vocabulary

1 Complete the crossword.

Down
1 This gives you light.
3 You can wash your face in this.
4 They are next to your windows and you close them at night.

Across
2 It is a big cupboard where you can put your clothes.
4 A ______ of drawers is where you can put your clothes.
5 You can see yourself in this.
6 These are on the floor.

l a m p

Listening

2 Listen and complete the description of the bedroom.

I like my parents' bedroom. When they open the [1] curtains, there is always lots of sunlight in the room. Their bed is [2] ______ the window. In [3] ______ of the bed they have a big [4] ______. My mum puts her dresses in there. There is also a/an [5] ______ next to the window. My dad sometimes reads his book here. He puts his clothes in a big chest of [6] ______. This is [7] ______ the door. They don't have a/an [8] ______ in their room because the bathroom is next to their room, but they have a big [9] ______. My sister always likes to look at herself in it!

Writing

3 Write about 90 words describing your bedroom.

76 Lesson 5

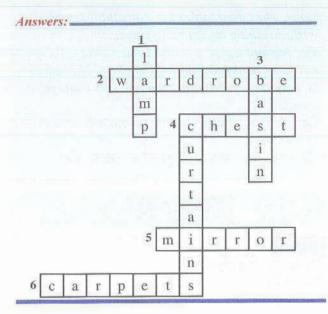
Vocabulary

1 Complete the crossword.

1 Students check their understanding of the words for things in a bedroom which they learned or reviewed in Exercise 2 on page 9 of the Student's Book.

2 Students complete the task individually. Refer them to the *Glossary* if they need to check the meaning or spelling of any the words.

3 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

Listening

2 Listen and complete the description of the bedroom.

1 Ask students to read the description and use the context to predict the missing words.
2 Play the recording and ask students to complete the task. Tell students to check their answers to make sure they have spelled all of the words correctly.
3 Allow students to compare their answers with a partner and then check answers around the class.

 Audioscript

I like my parents' bedroom. When they open the curtains, there is always lots of sunlight in the room. Their bed is under the window. In front of the bed they have a big wardrobe. My mum puts her dresses in there. There is also an armchair next to the window. My dad sometimes reads his book here. He puts his clothes in a big chest of drawers. This is behind the door. They don't have a basin in their room because the bathroom is next to their room, but they have a big mirror. My sister always likes to look at herself in it!

Answers:

1 curtains	2 under	3 front
4 wardrobe	5 an armchair	6 drawers
7 behind	8 a basin	9 mirror

Writing

3 Write about 90 words describing your bedroom.

1 Direct students back to the description they completed in Exercise 2 and tell them to use this text as a model for their own description.
2 Tell them to write about what furniture is in their bedroom and also add some extra information about each piece of furniture, for example what their family uses it for.
3 Students plan and write their descriptions individually. Then ask them to swap texts with a partner and give each other feedback on them.
4 Monitor students' writing, offering corrections and feedback where necessary.

Answers:

Students' own answers.

Skills

Writing: To write a short description of your bedroom (Workbook).

Listening: To listen to descriptions of bedrooms

Video: To understand a video about furniture in Ancient Egypt

Speaking:

- To give opinions about bedrooms
- To describe your bedroom

Vocabulary: basin, chest of drawers, mirror, wardrobe

Language: Prepositions of place

LESSON 6 SB page 10 WB page 77

Outcomes:

- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it
- Follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion
- To answer simple questions and respond to simple statements in an interview
- To describe and compare feelings, people, places, actions, objects and events establishing relationships

SB page 10

1 Lesson 6

Reading

1 Read the email. Why does Judy want a penfriend?

New message

Dear Rebecca,

[1] It is very nice to meet you. My name is Judy. I'm from El Faiyoum, in Egypt. It's a large city, with beautiful nature reserves nearby. I live with my parents and my brother in a flat. My grandparents live in a flat downstairs.

[2] On Saturdays, I usually get up early and help my grandmother with her shopping, then I read or do my homework. In the afternoons, I visit my friends or play computer games with my brother.

[3] My favourite subjects are maths and English. Thank you for being my penfriend. I am happy to be able to practise my English!

I hope to hear from you soon,

Judy

2 Read Judy's email again. Match the paragraphs 1–3 with the topics a–c.

a ☐ daily routine
b ☐ school
c ☐ home and family

3 Read the email again and answer the questions.

1 How does Judy describe her city? It is a large city, with beautiful nature reserves nearby.
2 Where do her grandparents live? ……
3 What does she do on Saturday mornings? ……
4 Who does she play computer games with? ……
5 What does she like studying at school? ……

Values

1 How often do you see your grandparents?
2 How can grandparents help young people in the family, and how can you help them?

Writing

4 Write your own email to a new penfriend.

- Write three paragraphs.
- Use the topics in Exercise 2.

Writing tip

Remember to use capital letters for:

- names of people and places
- nationalities and languages
- days and months

Speaking

5 Ask and answer the questions in pairs.

1 Do you think it is a good idea to have penfriends? Why/Why not?
2 What can you learn from writing to people from a different country?

10 Lesson 6 Workbook page 77

Reading

1 Read the email. Why does Judy want a penfriend?

1 Direct students to the instruction. Elicit possible reasons why young people would want to have a penfriend, for example to learn about different countries or to practise writing in another language.

2 Ask students to scan the email to find the reason. Check answers in class.

Answers:

She wants to practise her English.

2 Read Judy's email again. Match the paragraphs 1–3 with the topics a-c.

1 Tell students they are going to read the email again and this time they are going to identify the topic of each paragraph.

2 Direct students to the topics and ask them to predict which paragraph matches with each one from memory.

3 Ask students to look for words with a similar meaning to the topic names in the text, for example *subjects*, *maths* and *English* in paragraph 3 are connected with the topic of school.

4 Check answers around the class. Ask more confident students to say the words in each paragraph which are connected to each topic.

Answers:

a2 b3 c1

3 Read the email again and answer the questions.

1 Tell students they are going to read the email again and this time they are going to find specific information in it.

2 Direct students to the questions and ask them to write their answers in complete sentences.

3 Students compare their answers in pairs.

4 Check answers around the class.

Answers:

1 It is a large city, with beautiful nature reserves nearby.

2 They live in a flat downstairs.

3 She helps her grandmother with shopping.

4 She plays with her brother.

5 She likes studying maths and English.

Values

1 These questions focus students' attention on co-existence values and highlight the importance for young people of spending time with their grandparents, even though they are from a different generation.

2 Direct students to the questions and give them one or two minutes to think about their answers. Encourage them to think of examples from their own experience, for example how their grandparents help in their family, but also bear in mind that not all students may have grandparents or be in regular contact with them.

3 Monitor students' discussions and invite individual students to share any good or interesting answers in class, if they feel comfortable doing so.

Writing

4 Write your own email to a new penfriend.

1 Direct students to the instruction and elicit the task from a strong student.

2 Direct students to the *Writing tip* and read it out loud in class. Refer students back to the model email on page 10 of the Student's Book and ask students to find all of the words in it that start with capital letters. Ask more confident students to explain why a capital letter is needed in each example.

3 Tell students to plan their text and make notes about what they could include in each paragraph.

4 Students use their notes to write their own emails. When they have finished the exercise, ask them to check that they have used capital letters correctly.

5 Students can then swap work with their partner to read and check. Ask pairs to read out their partner's emails to the class.

Answers:

Students' own answers.

Speaking

5 Ask and answer the questions in pairs.

1 Put students into pairs and ask them to read the questions.

2 Give students a few minutes to think about their answers. Weaker students will need to make notes to help them give their answers.

3 Students answer the questions in their pairs.

4 Monitor students' discussions and make a note of any good answers. You can ask students to share these during the feedback stage.

Answers:

Students' own answers.

WB page 77

Lesson 6 1

Language

1 Copy and punctuate the email to a penfriend in your notebook. Use capital letters.

New message

hi tamer
thank you for your email. i would love to visit the nature reserves near el faiyoum. there are no nature reserves where i live in cambridge, but there are some nice parks nearby. i would love to help you with your english. please write to me again soon.
yours, oliver

Reading

2 Put this email to a penfriend in the correct order.

New message

Hi Leila

a ☐ Without a garden, I often go to the park at the weekends. I love taking photos of the birds there. Do you have many birds where you live?

b 1 Thank you for your email. Here is some information about me. I live with my parents and my two sisters in Oxford. We live in a house but we don't have a garden. Does your home have a garden?

c ☐ I hope you can write to me again soon and please answer my questions!

d ☐ I enjoy my school and I have many friends there. The school is a short walk from my house. Is your school nearby, or is it far from your home?

Best wishes
Mariana

Writing

3 Write a reply to the email above in your notebook.
- Remember to start and finish the email correctly.
- Answer the penfriend's questions.
- Remember to use capital letters correctly.

Lesson 6 77

Language

1 Copy and punctuate the email to a penfriend in your notebook. Use capital letters.

1 Ask students to read the email and complete the task individually.

2 Ask students to compare their emails in pairs.

Answers:

Hi Tamer
Thank you for your email. I would love to visit the nature reserves near El Faiyoum. There are no nature reserves where I live in Cambridge, but there are some nice parks nearby. I would love to help you with your English. Please write to me again soon.
Yours,
Oliver

Reading

2 Put this email to a penfriend in the correct order.

1 Ask students to read the email from start to finish first, to get an idea of what it is about.

2 Now ask them to put the paragraphs in the correct order, starting with the example answer. They can do this in pairs.

3 Check their answers as a class and make sure that they all agree. You could get a student to read out the email to check it makes sense.

Answers:

a2	b1	c4	d3

Writing

3 Write a reply to the email above in your notebook.

1 Explain that students should first make notes before they start their emails.

2 Students check each other's work and make suggestions for improvements in pairs.

3 Ask individual students to read out their emails, or you could take in their work to mark.

Answers:

Students' own answers.

Skills

Reading: To read an email from a penfriend

Writing:

- To write an email to a friend
- To use punctuation correctly in (Workbook)
- To write a reply to an email (Workbook)

Speaking: To give and listen to opinions about the benefits of penfriends

Values: Coexistence values: participation, respect

LESSON 7 SB page 11 WB page 78

Outcomes:

- To review and practise the vocabulary and structures of the unit.

Before using the book:

- Write *Coming home* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and language.
- Tell the students that they are now going to complete the review section for this unit to see what they have learned.

SB page 11

Lesson 7 1

Review

1 Complete the emails with the correct form of the verbs in brackets.

New message

Hi Alex!

Thanks for being my penfriend. I'm from England. I [1]get up (get up) at about half past seven, and then my mum [2] .... (make) breakfast for the family. I [3] .... (walk) to school with my brother. Our school [4] .... (finish) at three o'clock. After school, we sometimes [5] .... (do) sport or play music. I [6] .... (not watch) TV when I get home. I always [7] .... (do) my homework first.

Can you tell me about your typical daily routine in Germany?

SEND

New message

Hi Dan!

Thanks for your email. In Germany, school [8] .... (start) very early in the morning. So I [9] .... (not have) breakfast before school. There is a 'breakfast break' after the first lesson. How many lessons [10] .... (your school have) every day?

SEND

2 Write questions. Then write the answers.

1 What time / Dan / get up? What time does Dan get up? He gets up at half past seven.

2 Dan / make his own breakfast? ....

3 How / Dan and his brother / go to school? ....

4 What time / Dan's school finish? ....

5 When / Dan / do / his homework? ....

6 Why / Alex / have breakfast at school? ....

3 Complete the text with words from the picture.

I love my bedroom! I have a big white [1]wardrobe in the corner. Next to it, there is a [2] .... I look at myself in it in the mornings. I also have a small [3] .... where I put my books.

Next to this, there is a big window. I have blue [4] .... on it. I close them at night. I also have a red [5] .... next to my [6] .... I use it to read before I go to sleep.

Also in my bedroom, there is a grey [7] .... I sit and read my book there sometimes. There is also a [8] .... I put my T-shirts, socks and other clothes in it. Finally, there is a big [9] .... on the floor!

Workbook page 78 | Lesson 7 | 11

Review

1 Complete the emails with the correct form of the verbs in brackets.

1 In this exercise, students review the positive, negative and question forms of the present simple.

2 Direct students to the instruction and the two emails. Tell them to start by reading the two emails all the way through. Then ask them to look closely at the verbs in brackets and write the present simple form of each one.

3 Put students into pairs to check their answers. Then check answers around the class.

Suggested answers:

1 get up	2 makes	3 walk
4 finishes	5 do	6 don't watch
7 do	8 starts	9 don't have
10 does your school have		

2 Write questions. Then write the answers.

1 Direct students' attention to the example question and answer.

2 Students write the questions and answers and then compare in pairs.

3 Check answers in class by inviting different pairs to ask and answer the questions.

Answers:

1 What time does Dan get up? He gets up at half past seven.
2 Does Dan make his own breakfast? No, he doesn't. His mum makes it.
3 How do Dan and his brother go to school? They walk.
4 What time does Dan's school finish? It finishes at 3 o'clock.
5 When does Dan do his homework? He does it before he watches TV/when he gets home.
6 Why does Alex have breakfast at school? Because his school starts very early so they have it at the 'breakfast break'.

3 Complete the text with words from the picture.

1 In this exercise, students review vocabulary for furniture.

2 Put students into pairs to write the correct word for each gap in the text, using the picture.

3 Check answers in class by inviting different students to read a completed sentence.

Answers:

1 wardrobe	2 mirror	3 bookshelf
4 curtains	5 lamp	6 bed
7 armchair	8 chest of drawers	9 carpet

WB page 78

1 Lesson 7

Review

1 Take turns to describe these things to your partner. Your partner guesses the object.

2 Look at a typical school day for Dalia and write about her routine.

Dalia's day		
1	6.30	get up (get dressed in bathroom)
2	7.00	have breakfast (not coffee, always tea)
3	8.00	go to school (always by bus)
4	2.00	go home (usually with friend Amira)
5	3.00	usually do sport (sometimes tennis, often running)
6	7.00	eat dinner (favourite: chicken and rice!)

1 Dalia always gets up at 6.30 in the morning. She gets dressed in the bathroom.
2 ......
3 ......
4 ......
5 ......
6 ......

3 Complete these questions with a question word.

1 What is the name of the new teacher?
2 ______ is the Star Hotel, is it far?
3 ______ is Eman absent today?
4 ______ often do you wash the dishes?
5 ______ does the bus arrive at the museum?
6 ______ has an older brother in this class?

78 Lesson 7

Review

1 Take turns to describe these things to your partner. Your partner guesses the object.

1 Put students into pairs and direct them to the instructions and the pictures of furniture.

2 Refer students to the *Glossary* if they need to check the meaning of any words for the things in the pictures.

3 Students take it in turns to describe an object and guess what it is. Monitor students' conversations and make a note of any good descriptions to use during the feedback stage.

Suggested answers:

a You sit on this.
b You put clothes in this.
c You wash your face in this.
d You use this to help you to read at night.
e You look at yourself in this.

2 Look at a typical school day for Dalia and write about her routine.

1 Put students into pairs and direct them to the example answer. Tell them to use the information in brackets to decide which adverb(s) of frequency they need to use in their sentences.

2 Check answers by inviting volunteers to read out the completed sentences.

Suggested answers:

1 Dalia always gets up at 6.30 in the morning. She gets dressed in the bathroom.
2 She always has breakfast at 7 o'clock. She never drinks coffee, she always drinks tea.
3 She always goes to school by bus at 8 o'clock.
4 She always goes home at 2 o'clock. She usually goes with her friend Amira.
5 She usually does sport at 3 o'clock. She sometimes plays tennis and often goes running.
6 She always eats dinner at 7 o'clock. Her favourite food is chicken and rice!

3 Complete these questions with a question word.

1 Students complete the task individually.

2 Ask students to compare their answers in pairs before checking answers in class.

Answers:

1 What 2 Where 3 Why 4 How
5 When 6 Who

2 How are you feeling?

SB pages 12-21 WB pages 79-85

OBJECTIVES

Reading

A text about night workers; descriptions of weekend activities; an article about happiness for teenagers; an informal email

Writing

An email to a friend

Listening

People talking about learning new skills; descriptions of photos

Speaking

Describing weekend activities; describing photos; responding to news

Language

Adverbs of manner

Life Skills

Empathy

Values

Patience

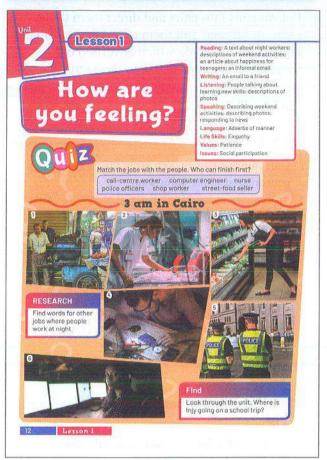
LESSON 1 SB pages 12-13 WB page 79

Outcomes:

- To read a range of high-frequency words and CVC words
- To read and respond to short explanatory texts with support, to recall information from experiences or gather information from provided sources to answer a question
- To take notes from short listening texts (Workbook)
- To plan and write a text (Workbook)

Before using the book:

- Write the title of the unit *How are you feeling?* on the board and ask students what they think they will learn about in the unit.
- Tell the students that they will find out about lives and feelings in the unit.

SB page 12

Quiz

Match the jobs with the people. Who can finish first?

1. Ask the students to look at the title *3 am in Cairo*. Elicit what they think the title means (it's about people who work during the night). Ask students to think about why people work at night.
2. Now ask the students to look at the photos and brainstorm what they can see. Encourage them to describe the photos rather than match them with the jobs.
3. Students then look at the words in the box. Model the pronunciation, encouraging students to repeat the words after you.
4. Students then complete the exercise in pairs. Explain that the idea is to work as quickly as possible to find the answers. Ask them to put their hands up when they have finished.
5. Check the answers by pointing to each picture and asking *What is his/her job?* and encouraging the whole class to call out the answers.
6. Congratulate the fastest team with the most correct answers.

Answers:

1 street-food seller	2 nurse
3 shop worker	4 computer engineer
5 police officers	6 call-centre worker

Research

Find words for other jobs where people work at night.

1 Ask students to think about where other people might work at night, e.g. in a taxi (taxi driver).

2 Then ask them to find out what the jobs are called in English, using school resources or for homework.

3 Ask students to give their answers and award points for each correct job in English.

Answers:

Students' own answers.

Find

Look through the unit. Where is Injy going on a school trip?

1 Ask students to look through the unit to find the answer.

2 If they need help, give them the location of the text to find the answer (Lesson 6, page 20).

Answers:

She is going to Amman.

SB page 13

Lesson 1 2

Reading

1 Read about some people in the photos. What are their jobs?

3 am in Cairo

A I'm looking after patients at a hospital. It's very busy. I'm looking after children in the children's **ward**. I like my job, but I'm feeling tired tonight. I'm **looking forward to** going home and having a rest.
Amal

B We're driving around the city and **making sure** that people are safe in the streets. We aren't very busy tonight. It's cold so everyone is staying at home. Adel's feeling a bit bored and I'm feeling hungry. I'm looking forward to having breakfast!
Emad and Adel

C I'm **parking** my **food stall** here because it's the best place in the city. Lots of people and tourists come this way. People start to buy their breakfast at 6 am. I'm getting everything ready. I'm feeling cold and I'm looking forward to drinking some hot coffee!
Kamal

2 Ask and answer the questions in pairs.

Which of the jobs in Exercise 1 do you think is the most important? Why?

Language

Remember!

Use the present continuous to talk about what is happening now.
- **Positive statements:** I **am** work**ing** today.
- **Negative statements:** You **are not** work**ing**.
- **Questions: Is** your mother work**ing**? Yes, she **is**. / No, she **isn't**.
  What **is** your father do**ing**? He is read**ing**.

3 Read the article again and answer the questions.

1 Why is Amal feeling tired? Because the hospital is very busy.
2 Who are driving around the city? ......
3 Why is everyone staying at home? ......
4 Why is Kamal parking his food stall at this place? ......
5 What is Kamal looking forward to? ......

4 Think of two friends or two people in your family. What are they doing at the moment? Tell your partner.

Workbook page 79 Lesson 1 13

Reading

1 Read about some people in the photos. What are their jobs?

1 Ask the students to close their books and call out the jobs from page 12.

2 Then ask them to open their books and read the first description. Elicit the job from the words they have learned.

3 Students then complete the exercise in pairs.

4 Check answers as a whole class. Then elicit and/ or explain the meaning of the new words in bold.

Answers:

1 a nurse	2 police officers
3 a street-food seller	

2 Ask and answer the questions in pairs.

1 Ask students to discuss the question in pairs.

2 Encourage a few students to share their answers with the class and encourage a short class debate.

Answers:

Students' own answers.

Language

3 Read the article again and answer the questions.

1 Draw students' attention to the *Remember!* box and check they remember how to form the present continuous (am/is/are + the -ing form of the verb).

2 Students then read the article again to complete the questions. They can do this individually and compare answers in pairs.

3 Remind them to refer to the *Remember!* box to help them. Monitor as they are working and help if necessary.

4 Invite different students to read out the completed sentences to check their answers.

Answers:

1 Because the hospital is very busy.

2 The police officers/Emad and Adel

3 Because it is cold.

4 Because it's the best place in the city, lots of people and tourists go that way.

5 Kamal is looking forward to drinking some hot coffee.

4 Think of two friends or two people in your family. What are they doing at the moment? Tell your partner.

1 Elicit the use of the present continuous and confirm that it is used to talk about what people are doing right now. Provide examples, e.g. point to yourself and say *I'm teaching an English class*; then indicate the students and say *You're studying in your English class*.

2 Ask students to think of two people they know well and to think about what they are doing now.

3 Students then tell their partner, using the present continuous. Ask them to listen carefully to what their partner tells them. Monitor as they are working and encourage them to use the contracted forms where possible.

4 When they have finished, ask different students to tell the class about their partner's friends or family. Ask the rest of the class to check that the present continuous is used correctly.

Answers:

Students' own answers.

WB page 79

Lesson 1 Unit 2

How are you feeling?

Vocabulary

1 Match to make jobs.

1	b call-	a	officer
2	computer	b	centre worker
3	police	c	worker
4	shop	d	engineer

Listening

2 Listen to four people doing the jobs in Exercise 1. Write their jobs.

1 ________ 2 ________ 3 ________ 4 ________

Language

3 Match to make sentences.

1	d Why is Hoda waving	a	sports today because she hurt her leg.
2	Hany is not watching	b	their cousins in Canada.
3	Maya and Rami are texting	c	on the computer?
4	What game is Osama playing	d	to those girls?
5	Ola is not doing	e	where he is going.

4 Complete the sentences with the correct form of the verb in brackets.

1 Fady is not wearing (not wear) a jacket today because it is very hot.

2 Why ________ those cats ________ (climb) that tree?

3 My cousins ________ (not stand) under the tree, they ________ (sit) by the fountain.

4 What ________ Emad ________ (eat)? It looks very nice!

Writing

5 Write in your notebook about different people in your family.

- What do you think they are doing at the moment?
- What are they wearing?
- How do you think they are feeling?

Lesson 1 79

Vocabulary

1 Match to make jobs.

1 Students match the two halves of the words. They can do this in pairs.

2 Check the answers as a whole class.

3 Remind students that the stress for words like these (compound nouns) is usually on the first word (call-centre worker, etc). Ask students if they can think of any other words like these (post office, car park, etc).

Answers:

1b 2d 3a 4c

Listening

2 Listen to four people doing the jobs in Exercise 1. Write their jobs.

1 Explain that the students will hear four people

talking about the jobs in Exercise 1 and that they should write down which job they think each person is talking about.

2 Play the recording for students to listen and check.

3 Check the answers with the class. Play the recording more than once if necessary.

Audioscript

1

Man 1: *I'm sorry, sir, but you can't leave your car here.*

2

Woman 1: *There seems to be a problem with the keyboard, but it won't take me long.*

3

Woman 2: *Good morning, this is Dina speaking, how can I help you?*

4

Man 2: *Are you looking for tins of beans? You can find them on the top shelf, over there.*

Answers:

1 police officer 2 computer engineer
3 call-centre worker 4 shop worker

Language

3 Match to make sentences.

1 Elicit the form of the present continuous and write it on the board (*am/is/are* + verb +*-ing*). Ask a volunteer to explain when it is used (to talk about what is happening now).

2 Students then match the sentence halves individually before checking their answers with a partner.

3 Check answers as a class.

Answers:

1d 2e 3b 4c 5a

4 Complete the sentences with the correct form of the verb in brackets.

1 Students look at the example, then complete the exercise in pairs.

2 Monitor as they are working and help if necessary.

3 Check answers by inviting different students to read out the completed sentences.

Answers:

1 is not wearing 2 are/climbing
3 are not standing 4 is/eating

Writing

5 Write in your notebook about different people in your family.

1 Ask the students to look at the prompts and elicit some ideas orally.

2 Students complete the exercise in their notebooks. Weaker students should aim to write about one person, and encourage stronger students to write about two or three people. Refer them back to the *Remember!* box on Student's Book page 13 if they need help, and monitor as they are working. Alternatively, the students could complete the exercise for homework.

3 Invite volunteers to tell the rest of the class about the people in their family.

Answers:

Students' own answers.

Skills

Reading: To read for gist

Writing: To write about what people are doing now (Workbook)

Listening: To listen for gist (Workbook)

Vocabulary: call-centre worker, food stall, look forward to, park (v), police officers, street-food seller, make sure, ward

Language: The present continuous (revision)

LESSON 2 SB pages 14-15 WB page 80

Outcomes:

- To skim grade-appropriate text to get the general idea
- To read a range of high-frequency words and CVC words, and read short, simple sentences
- To read and listen for specific information
- To read and respond to short explanatory texts
- To gather information from provided sources to answer a question
- To write an informative/explanatory text

SB page 14

2 Lesson 2

Reading

1 Read about what Ziad, Injy and Aya do at the weekend. Choose two sentences from a–d to complete each text.

1 Hi, I'm Ziad. I live with my mum and dad in a small flat in Minya. At the weekend, I'm usually quite lazy. b

2 Hello, I'm Injy and this is my sister Aya. We live near the sea.

a My father and my uncle have an old boat which they are repairing. I am learning to sail but Aya doesn't like the water very much!

b On Friday evening, my parents and I usually have a big dinner with my grandparents and we sometimes stay at their house. It's bigger than our flat.

c At the weekend, we do our homework and on Saturday we sometimes spend time with our father and uncle on their boat.

d On Saturday morning, I often stay in bed and then I have a late breakfast with my grandmother – she's a fantastic cook! In the afternoon, I do my homework.

2 Choose the correct answer.

1 On Saturday morning, Ziad enjoys spending time with ______.
a his parents b his uncle c his grandmother

2 At the weekend, Ziad likes to ______.
a have a rest b play sport c go swimming

3 At the weekend, Aya and Injy are ______.
a helping to repair a boat b doing their homework c catching fish

4 They often spend time with their ______.
a uncle and aunt b friends c uncle and father

Speaking

3 Ask and answer the questions in pairs.

1 What do you usually do at the weekend?

2 Whose weekend activities would you prefer to do, Ziad's or Injy's? Why?

14 Lesson 2

Reading

1 Read about what Ziad, Injy and Aya do at the weekend. Choose two sentences from a–d to complete each text.

1 Ask students to look at the photos and ask who they think the people are and what they are doing. They then read the descriptions.

2 Explain that they have to read the sentences and decide which two texts complete each description.

3 Check the answers with the class.

Answers:

1 b and d 2 a and c

2 Choose the correct answer.

1 Elicit what the students remember about Ziad, Injy and Aya from Exercise 1.

2 Students then read the article again and complete the exercise in pairs. Then check answers as a class.

Answers:

1c 2a 3b 4c

Speaking

3 Ask and answer the questions in pairs.

1 Draw students' attention to the first question. Then point to the speech bubble and read it aloud.

2 Ask the question to the class and elicit some replies.

3 Students then complete the exercise in pairs.

4 Check answers by inviting pairs of students to ask and answer the questions.

Answers:

Students' own answers.

SB page 15

Lesson 2 2

Listening

4 Listen to three people talking about learning new skills and put the photos in the correct order.

5 Listen again and answer the questions.

1 Who does Tamer want to communicate with? his cousin

2 What can't a deaf person do? ______

3 Who are Eman and her sisters helping? ______

4 Where is Mr Osman? ______

5 Who is teaching Manal at the calligraphy and art club? ______

6 What is Manal making for her uncle? ______

Language

6 Complete the sentences with the correct form of the verbs in brackets.

1 Tamer is learning (learn) a new skill at the moment.

2 Eman and her neighbours ______ (repair) Mr Osman's flat now.

3 Mr Osman ______ (live) in a lovely flat.

4 Manal and Mona ______ (study) calligraphy every day.

7 Work in pairs. Ask and answer the questions.

1 Which subjects are you finding easy or difficult at school at the moment?

2 Tell me about something that you are enjoying at the moment. Why are you enjoying it?

Remember!

Use the present simple for:
- habits. I always **drink** milk for breakfast.
- routines and repeated actions. We **go** to school every day.
- things that are always true. My aunt **lives** in Cairo.

Use the present continuous for:
- things happening now. I **am sitting** in my English class.
- unfinished actions in progress around now. My sister **is learning** to dance.
- temporary situations or actions. They **are painting** the school this week.

Workbook page 80 Lesson 2 15

Listening

4 Listen to three people talking about learning new skills and put the photos in the correct order.

1 Ask the students to look at the photos and elicit what they can see. Use the photos to present the vocabulary (someone doing some calligraphy, people communicating in sign language, someone painting, someone sewing).

2 Explain that the people are learning new skills and that they are going to listen and match the people speaking with the photos.

3 Play the recording for the students to listen and number the photos in order, starting with the example, b.

4 Check answers with the class.

Audioscript

Tamer: *I'm Tamer. At the moment I'm learning a new skill. I'm learning sign language so I can communicate better with my cousin Sami. Sami is deaf – he can't hear. He's learning sign language at school too. I'm having sign language lessons on Saturday morning so I can give Sami a surprise!*
Eman: *I'm Eman. At the weekend, I'm learning to do lots of new things. Our neighbour, Mr Osman, is in hospital at the moment. With some other neighbours in our building, we're repairing his flat. He lives in a lovely flat, but he can't look after it at the moment. My sisters and I are painting the kitchen and I am also sewing some new curtains.*
Manal: *I'm Manal. Mona and I are starting a calligraphy and art club at school. We're very excited about it. My uncle is an artist and he's coming to the school to teach us. We're studying traditional Arabic calligraphy and we're enjoying it very much. I'm making a calligraphy book for my uncle as a present.*

Answers:

1b 2c 3d 4a

5 Listen again and answer the questions.

1 Elicit what the students remember about each speaker. Help them understand the word *deaf* (unable to hear).

2 Then explain that they are going to listen again and answer questions about what the speakers say.

3 Ask the students to read the questions carefully. Draw their attention to the example and play what Tamer says again to confirm the answer.

4 Play the whole recording and encourage the students to make notes to answer the questions.

5 Ask students to check the answers with a partner and then ask the questions in turn, inviting different students to provide the answers. Encourage them to use whole sentences.

Answers:

1 He wants to communicate with his cousin.
2 A deaf person cannot hear.
3 They are helping their neighbour, Mr Osman.
4 He is in hospital.
5 Her uncle is teaching her.
6 She is making a calligraphy book.

Language

6 Complete the sentences with correct form of the verbs in brackets.

1 Elicit the form and use of the present continuous. Then elicit which tense is used for things that are always true and provide an example (present simple, e.g. *My name is (Fatima), I live in Cairo*).

2 Draw students' attention to the *Remember!* box. Ask them to read the examples. Then elicit the differences between the verb forms. Elicit or provide further examples of each usage (e.g. I always have dinner at 7 pm; I come to work every day except the weekend; Cairo is the capital of Egypt; I am teaching you right now; I'm reading a great book at the moment; they are repairing the road outside my apartment this week).

3 Ask students to look at the example sentence and elicit why the present continuous is used (because it is something that is happening now). Explain that they have to complete the sentences using either the present simple or the continuous.

4 Monitor as they are working and encourage students to think carefully about which of the situations from the *Remember!* box is being described.

Answers:

1 is learning 2 are repairing 3 lives 4 study

7 Work in pairs. Ask and answer the questions.

1 Students work in pairs to ask and answer the questions.

2 Invite different students to give their answers.

Answers:

Students' own answers.

WB page 80

2 Lesson 2

Vocabulary

1 Complete the sentences with these words.

communicate ~~lazy~~ repair sign language

1 My little brother is very lazy. He always wants to stay at home and watch TV!
2 We need a computer engineer to .... our computer because it doesn't work.
3 Shady is deaf, but he understands us because we use ....
4 It is usually easy to .... with people in other countries if you speak English.

Language

2 Complete the sentences with the correct form of these verbs.

clean do ~~make~~ spend stay

1 How often do you make dinner?
2 I can't come to the park because I .... the house today.
3 Nabila feels ill, so she .... in bed this morning.
4 On Saturday, I usually .... time with my cousins.
5 What time do you .... your homework after school?

3 Complete the sentences with the correct form of the verbs in brackets.

1 Basel is a computer engineer. He usually repairs (repair) computers, but today, he is visiting (visit) his grandparents.
2 The police officer .... (talk) at a school today, but he usually .... (drive) around the streets.
3 Nader .... (not usually work) in the shop, but his brother is ill so he .... (help) there today.
4 The street-food seller usually .... (make) falafel, but he didn't make any this morning so he .... (sell) cheese sandwiches.

Writing

4 Write about the person in this photo.

- Imagine you are this person. What are you doing?
- How are you feeling?
- What are you doing in this place that is different to what you usually do?

80 Lesson 2

Vocabulary

1 Complete the sentences with these words.

1 Ask the students to look at the words in the box and elicit the meanings.
2 Students then complete the exercise.
3 Allow students to check their answers with a partner before checking as a class.

Answers:

1 lazy	2 repair
3 sign language	4 communicate

Language

2 Complete the sentences with the correct form of these verbs.

1 Elicit the uses of the present simple and present continuous.
2 Then draw their attention to the example and ask why the present simple is used (because it's a habit or routine).
3 Students complete the exercise individually. Monitor as they are working and help if necessary.
4 Students check their answers with a partner.
5 Confirm answers by asking different students to read out the completed sentences. Ask the class to explain why the tense they have chosen is correct, referring them to the *Remember!* box on page 15 of the Student's Book if necessary.

Answers:

1 make	2 am cleaning	3 is staying
4 spend	5 do	

3 Complete the sentences with the correct form of the verbs in brackets.

1 Ask the students to look at the example and explain that they have to complete the rest of the sentences using the verbs in brackets.
2 Monitor as they are working and help if necessary.
3 Check the answers as a class, eliciting the reason for using the tense in each case.

Answers:

1 repairs/is visiting
2 is talking/drives
3 does not usually work/is helping
4 makes/is selling

Writing

4 Write about the person in this photo.

1 Draw students' attention to the photo and ask what they can see (someone looking out of a window at the countryside/mountains beyond).
2 Ask them to look at the questions and elicit a few ideas from the class. Write these on the board to help weaker students.
3 Students write descriptions in their notebooks, answering each of the questions. Monitor as they are working and remind them to use the present simple and present continuous when appropriate. Alternatively, they could complete the exercise for homework.
4 Collect in their work to mark individually.

Suggested answers:

I am looking out from my hotel window. I am feeling very happy because the mountains are beautiful! I usually spend my time in a big city, but today I am not working at all. I am relaxing because I am on holiday!

Skills

Reading: To read for specific information

Writing: To use imaginative skills to write about someone (Workbook)

Listening: To listen for gist and specific information

Speaking: To talk about routines

Vocabulary: calligraphy, communicate, deaf, sign language

Language: The present simple and the present continuous (revision)

LESSON 3 SB pages 16-17 WB page 81

Outcomes:

- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To use context to confirm or self-correct word recognition and understanding, rereading as necessary
- To read and respond to short explanatory texts
- To write informative/explanatory texts in which they introduce a topic, use simple facts and definitions to develop points, and provide a short concluding statement or section

SB page 16

2 Lesson 3

Speaking

1 Work in pairs. What can you see in the photos?

a b 1 c d

Listening

2 Listen to the descriptions and put the photos in the correct order.

3 Listen again and complete the sentences with adverbs from the box.

carefully excitedly happily hungrily loudly ~~slowly~~

1 It's at the end of the day and the guests are *slowly* leaving.
2 That's my sister. She is smiling ______ at the camera.
3 We're sitting ______ on the rocks because they are very sharp!
4 I'm sitting under a tree and ______ eating my lunch.
5 I'm waiting ______ to get on a plane for the first time.
6 She is laughing ______ in this picture because she can see my aunt's cat.

Language

4 Complete the sentences with the correct form of the adjectives in brackets.

1 My sister speaks very *quietly*. (quiet)
2 Mr Ahmed speaks English ______. (good)
3 You run ______! (fast)
4 The teacher treats all her children ______. (kind)
5 My friend sews ______. (bad)
6 The cat is sitting in the sun ______. (lazy)

Adverbs of manner

Use adverbs of manner to describe **how** we do the action of a verb.

quick → quick**ly** loud → loud**ly**
easy → eas**ily** lazy → laz**ily**

Some adverbs are irregular:

good → well fast → fast
hard → hard early → early

16 Lesson 3

Speaking

1 Work in pairs. What can you see in the photos?

1 Ask students to look at the photos and say what they can see (someone at an airport, a couple on their wedding day, a smiling baby, people sitting on some rocks).

2 Point to each photo in turn and invite volunteers to say what they can see in each one. Use the last photo to present the word *sharp* (rocks).

Answers:

Students' own answers.

Listening

2 Listen to the descriptions and put the photos in the correct order.

1 Play the recording for the students to listen and order the photos, as in the example.

2 Students check their answers in pairs. Then check them with the whole class.

Audioscript

Girl 1: *This is a photo of my sister's wedding. It's at the end of the day and the guests are slowly leaving. Most of the family are still there, though, and still enjoying the party. That's my sister smiling happily at the camera and the man next to her is Youssef, her husband.*
Boy 1: *That's my class on our school trip to the mountains. We're sitting carefully on the rocks because they are very sharp! We got up at 5 o'clock in the morning and walked for hours and hours. You can't see me in this picture. I'm sitting under a tree and hungrily eating my lunch.*
Boy 2: *This me at the airport. I'm waiting excitedly to get on a plane for the first time! My family were with me but you can't see them because my sister is taking the photo while my parents are quickly buying some sandwiches for us to eat on the plane.*
Girl 2: *This is my aunt's new baby. Isn't she sweet? She is laughing loudly in this picture because she can see my aunt's cat. She always laughs when she sees this cat – she thinks it's very funny.*

Answers:

1b	2d	3a	4c

3 Listen again and complete the sentences with adverbs from the box.

1 Ask students what adverbs do in a sentence (they describe how something is done). Refer them to the *Language* box if necessary.
2 Ask the students to look at the adverbs in the box and elicit their meanings.
3 Ask the students to read the sentences and predict the missing adverbs with a partner. Invite them to offer their ideas but do not confirm them at this point.
4 Play the recording again for the students to listen and complete the sentences.
5 Invite volunteers to read out the completed sentences.

Answers:

1 slowly	2 happily	3 carefully
4 hungrily	5 excitedly	6 loudly

Language

4 Complete the sentences with the correct form of the adjectives in brackets.

1 Point to the words in brackets and elicit that they are adjectives. Ask what adjectives do (describe a noun).
2 Ask *How do you make adjectives into adverbs?* Now refer students to the *Language* box and ask them to read about how adverbs can be formed.
3 Draw students' attention to the example and ask them to complete the rest of the sentences with a partner.
4 Invite different students to read out the completed sentences.

Answers:

1 quietly	2 well	3 fast	4 kindly
5 badly	6 lazily		

SB page 17

Lesson 3 2

Reading and listening

5 Listen and read to complete the description of the photo with the expressions in the box.

In the background
~~in the foreground~~
in the middle of
on the left
towards the right

This is a photo of my family in Al Azhar Park in Cairo. My mother and my sisters are sitting under a tree [1] in the foreground of the photo. [2] ......, you can see the Umm al-Sultan Shaban Mosque. The tree is [3] ...... of the photo and my eldest sister Reem is sitting in front of it. Our mother is behind her – we can't see her face. My middle sister Talia is [4] ...... the picture. She is taking a selfie as usual! Our aunt is behind them, down the hill and [5] .... I think she is getting ready to take a photo, too.

Speaking

6 Work in pairs. Find examples of these things in the photos below.

clothes: dresses jeans shirt shorts T-shirt
colours and patterns: (dark / light) blue / green / purple / striped
things: crowds food stalls lemons oranges shopping bags shops
actions: people buying / choosing / selling ... something hanging

7 Now take turns to describe one of the photos using the words from Exercise 6 and some of these phrases.

This is a photo of ...
It shows ...
In the foreground, we can see ...
On the left of the man in the striped shirt, there is ...

Workbook page 81 Lesson 3 17

Reading and listening

5 Listen and read to complete the description of the photo with the expressions in the box.

1 Ask students to look at the photo and elicit what they can see (four people in a park near a tree, with the city in the background).

2 Ask *What do you think the people are doing?* and elicit a few ideas.

3 Draw their attention to the expressions in the box. Help them with the words *background* and *foreground*. Ask them to point things outside the window which are in the foreground/ background/towards the right, etc.

4 Students then read the text quickly before listening. Then play the recording for them to listen, follow the text and complete the gaps.

5 Check the answers by inviting different students to read out the text sentence by sentence.

6 Ask whether the students have visited the park and how often they take selfies and why.

Audioscript

Girl: *This is a photo of my family in Al Azhar Park in Cairo. My mother and my sisters are sitting under a tree in the foreground of the photo. In the background, you can see the Umm Sultan Shaban Mosque. The tree is towards the right of the photo and my eldest sister Reem is sitting in front of it. Our mother is behind her – we can't see her face. My middle sister Talia is in the middle of the picture. She's taking a selfie – as usual! Our aunt is behind them, down the hill and on the left. I think she is getting ready to take a photo, too.*

Answers:

1 in the foreground
2 In the background
3 towards the right
4 in the middle of
5 on the left

Speaking

6 Work in pairs. Find examples of these things in the photos below.

1 Ask students to look at the two photos and say where the places are (a shopping street and a market).

2 Ask the students to close their books. Write the following headings on the board: *clothes*; *colours* and *patterns*. Brainstorm vocabulary for each heading.

3 Students then open their books and look at the lists of clothes and colours/patterns. Ask them to check whether any of the words they said are in the lists and elicit the meaning of other words in any of the lists. Check they understand *striped* and *hanging*.

4 Students work in pairs to find examples of the items in the photos.

5 Ask different students to point out various items in the photos and check whether there were any items they were unable to find.

Answers:

Students' own answers.

7 Now take turns to describe one of the photos using the words from Exercise 6 and some of these phrases.

1 Ask students to look at the phrases in the speech bubbles and invite different students to read them out.

2 Explain that they are going to describe the photos using the phrases and the vocabulary from Exercise 6.

3 Provide an example, e.g. *This is a photo of a food market. In the foreground we can see people choosing fruit.*

4 Students describe the photos in pairs. Monitor as they are working and help if necessary.

5 Ask individual students to describe one aspect of a photo. The rest of the class listens and finds what is being described.

6 Ask students where they go shopping with their families and what kinds of places they like shopping in best and why.

Answers:

Students' own answers.

WB page 81

Lesson 3 **2**

Vocabulary

1 Choose the correct words.

1 You can catch a plane from a port / an airport.
2 When you invite a person to your house, he/she is your guest / shop worker.
3 When you go on holiday, you can put your clothes in a suit / suitcase.
4 When two people get married, they have a birthday / wedding.
5 The skin of a zebra is striped / lined.
6 If you are tired, why don't you have / be a rest?

Language

2 Complete the sentences with the correct form of the word in brackets.

1 It is important to drive carefully (careful) when it is raining.
2 The children are singing .... (loud) in the playground.
3 That bird is flying very .... (fast).
4 Our football team will win because they are playing very .... (good).
5 Ahmed went into the new school .... (sad), because he did not know any children there.

3 Write the opposites of the words in brackets in Exercise 2 using the adverb form to give the same meaning (you may need to make other changes).

bad careless happy quiet slow

1 It is important not to drive carelessly when it is raining.
2 ....
3 ....
4 ....
5 ....

Writing

4 Write a description of the photo using some of these phrases.

- in the background/foreground
- in the middle
- on the left/right
- towards the left/right
- light/dark (colours)

Lesson 3 | 81

Vocabulary

1 Choose the correct words.

1 Ask them to look at the example and explain that they have to choose the correct word in each of the sentences.
2 Students complete the exercise individually before checking their answers with a partner.
3 Check answers by inviting different students to read out the sentences with the correct chosen word.
4 Ask what the alternative words mean: *port*, *shop worker*, *suit*, *birthday*, *lined*.

Answers:

1 an airport	2 guest	3 suitcase
4 wedding	5 striped	6 have

Language

2 Complete the sentences with the correct form of the word in brackets.

1 Students complete the exercise in pairs.
2 Check the answers with the class.

Answers:

1 carefully	2 loudly	3 fast
4 well	5 sadly	

3 Write the opposites of the words in brackets in Exercise 2 using the adverb form to give the same meaning (you may need to make other changes).

1 Ask students to look at the words in the box. Ask them to match them with the opposite adjectives in exercise 2 (bad/good, careless/careful, happy/sad, quiet/loud, slow/fast).
2 Students then look at the example. Elicit what they have to do from a stronger student.
3 Students complete the exercise in pairs. You may like to pair stronger students with weaker ones for this exercise. Monitor as they are working and help if necessary.
4 Check the answers by inviting students to read out their completed sentences.

Answers:

1 It is important not to drive carelessly when it is raining.
2 The children are not singing quietly in the playground.
3 That bird is not flying slowly.
4 Our football team won't lose/will win because they are not playing badly.
5 Ahmed didn't go into the new school happily, because he didn't know any children there.

Writing

4 Write a description of the photo using some of these phrases.

1 Elicit the phrases for areas of a photo. Then ask the students to look at the phrases again.
2 Look at the photo as a class and ask *Where is this?* (a city centre). Ask them to describe what they can see orally.
3 Students complete the exercise in their notebooks. Remind them to use any new vocabulary they have learned and the given phrases. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.
4 Invite volunteers to read out their descriptions.

Answers:

Students' own answers.

Skills

Reading: To read for detail

Writing: To write a description of a photo (in Workbook)

Listening: To listen for gist and specific information

Speaking: To describe photos

Vocabulary: careless, in the background/ foreground, hanging, sharp, striped

Language: Adverbs of manner

LESSON 4 SB page 18 WB page 82

Outcomes:

- To skim grade-appropriate text to get the general idea; recount the key details and explain how they support the main idea
- To read and respond to short explanatory texts
- To follow agreed upon rules for discussion up to this age e.g. Listening to others and taking turns speaking about the topics and texts under discussion
- To express and ask for opinion in a limited way
- To write a simple narrative: recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use sequencing words, and provide a sense of closure
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions (video)

SB page 18

2 Lesson 4

Reading

1 Ask and answer the questions in pairs.

1 Describe the photos. What are the people doing in each one?
2 Do you do any of these things? How do you feel when you do them?
3 When you are sad, which of these things do you do to make you feel better?
4 Are there any other things that you do when you feel sad?

2 Read and complete the article with the correct headings a-e.

a Go outside
b Help someone
c Get lots of rest
d Be grateful
e Be friendly

Happiness for teenagers

It's normal to get worried or to feel sad sometimes – but what helps teenagers to feel happy? We found five things that can help.

1 [c] Teenagers often don't sleep enough, but this is a time in your life when you need a lot of sleep. Young people who sleep eight to ten hours a night are much happier!

2 [ ] It's good to be alone sometimes, but people need people. Spend time with your family and also try to make new friends because this makes teenagers happy.

3 [ ] People need nature to be happy. Go to the desert or the river or, if you live in the city, go to a park.

4 [ ] When you do something kind for someone else, this makes you feel happy, too. Try it! You feel really good.

5 [ ] One of the best ways to be happy is to remember the good things in your life and feel pleased about them.

Speaking

3 Ask and answer the questions in groups.

1 Which of the ideas in the article do you think is the best? Why?
2 Choose one of the ideas to try the next time you are feeling sad. Tell your partners what you will do.

18 Lesson 4 Workbook page 82

Reading

1 Ask and answer the questions in pairs.

1. Ask the students to look at question 1 and the photos. Explain that they should describe them in pairs. Then ask what they think links the photos (things people do in their free time/to make them feel happy).
2. Then draw their attention to the remaining questions. Ask students to think about their answers and make notes for a class discussion. Monitor and help if necessary.
3. Hold a class discussion, encouraging each student to offer their thoughts.
4. Encourage students to listen carefully to what other students say and to ask questions if they would like to.

Answers:

1

1 They are playing basketball.

2 They are eating ice cream.

3 She is walking in a field.

4 He is playing the oud.

5 They are playing a board game.

6 She is reading a book.

2–4 Students' own answers.

2 Read and complete the article with the correct headings a–e.

1 Ask the students to look at the title and predict what it might be about.

2 Students then read the text quickly to check their ideas.

3 Students read the text more carefully and choose an appropriate heading for each section, as in the example. Help them with the word *grateful*.

4 Check the answers with the class. Ask whether they do any of these things and how it makes them feel.

Answers:

1c 2e 3a 4b 5d

Speaking

3 Ask and answer the questions in groups.

1 Ask students to look at the questions and to think about their answers, making a note of anything they would like to say.

2 Put the students into groups of four or five, containing a mix of stronger and weaker students.

3 Students discuss their ideas. Ask them to listen carefully and allow each group member the chance to speak. Encourage them to give reasons for their ideas and to ask each other questions if they would like to.

4 Monitor as they are working and answer any questions.

5 Ask a strong student from each group to report back to the class about what they discussed.

Video

1 Tell the students that they are going to watch a video about the importance of outdoor spaces. Ask them what kinds of outdoor spaces they have access to and what outdoor spaces they would like to spend time in.

2 Play the video for the class to watch. Ask them not to write anything but to listen and watch carefully.

3 Ask students what they remember from the video.

4 Then play the video again and note down the outdoor spaces they see.

5 Elicit the places mentioned and write them on the board. Then ask the students which places they have visited or would most like to visit and why, giving your own opinion as an example.

Videoscript

Cities are very busy places. Lots of people live and work in them and there is always lots of traffic and noise. This makes some people feel worried and unhappy. When people feel like this, it is a good idea to go outside and experience nature.
In Cairo, many people like going to the Al Azhar park. Here, they walk slowly around the gardens and look at the many fountains, palm trees, plants and flowers. This makes them calm in the middle of a very big city.
These people are meeting friends and family, and having picnics outside.
In other parts of Egypt, people can experience nature in many different ways. This is Ahmed and he lives in Sharm El-Sheikh. He is a tourist guide and always works hard. Here he is speaking on the phone.
Ahmed always feels happy when he visits the Ras Mohammed nature reserve. This is a national park in the Sinai peninsula.
Today, he is visiting the park to go scuba diving in the Red Sea. He feels relaxed when he sees all the things that live under the water, such as the fish and the coral.
When you want to be outside, there are many beautiful places on the Nile.
This is Lamia and she lives in Aswan. Today, she is sailing happily on the river with her father on a felucca. She likes doing this because …
… she likes the different birds that she can see, like herons, geese and vultures.
Some people, however, like visiting the deserts of Egypt when they want to be outside.
People like walking in the deserts to see the sand dunes because it is very quiet.
And these people are flying slowly above the desert in a hot air balloon.
We all feel good when we go outside. Where do you like to go?

WB page 82

2 Lesson 4

Vocabulary

1 Read the definitions and find the words in the word search.

1 everything in the world that is not made by humans nature.
2 a boy or girl aged 13–19 ....
3 usual, not different ....
4 not with other people ....
5 feeling happy about the good things in your life ....

c	t	e	x	q	b	o	n
s	e	n	a	t	u	r	e
g	e	v	a	w	e	v	u
r	n	a	m	b	b	e	m
a	a	l	o	n	e	k	o
t	g	z	z	i	i	e	m
e	e	s	d	h	j	k	p
f	r	z	u	i	u	c	u
u	r	n	o	r	m	a	l
l	i	z	x	r	d	v	i

Reading

2 Read the email to a magazine and its reply, and write the missing sentences a–c in the right places.

a Your friends probably feel worried, just like you.
b Please can you help me?
c What am I doing wrong?

New message

Dear Help! Magazine

I am a **normal** teenager but I often feel worried about things. Every day, I stay at home and do my homework. Then I get texts from my friends and they say they are all doing exciting things! 1 ☐
I **do well** at school and I enjoy my weekends with my family. We often go to the park or the beach, but I sometimes think that my friends are having a better time than me. 2 ☐

Yours, Osama

SEND

New message

Dear Osama

Thank you for writing to us and yes, we will try to help you. It is normal to think that other people are doing more exciting things than you, but remember: you are wrong! 3 ☐
When you go to the park or the beach, do you send photos to your friends? They probably think YOU are having a better time than they are! Remember that we all work and relax at different times.

Be grateful for the good things in your life and continue to work hard!

Yours truly, Help! Magazine

SEND

Writing

3 Write an email in your notebook from *Help! Magazine*.

1 Read the ideas in the article in the Student's Book. Which is the best idea?
2 Think of some of the things that make you feel sad.
3 Write an email from *Help!* Magazine suggesting how you can stop feeling sad.

82 Lesson 4

Vocabulary

1 Read the definitions and find the words in the word search.

1 Ask the students to look at the word search and instructions and elicit what they have to do.

2 Students complete the exercise in pairs.

3 Check answers as a class.

Answers:

1 nature 2 teenager 3 normal
4 alone 5 grateful

c	t	e	x	q	b	o	n
s	e	n	a	t	u	r	e
g	e	v	a	w	e	v	u
r	n	a	m	b	b	e	m
a	a	l	o	n	e	k	o
t	g	z	z	i	i	e	m
e	e	s	d	h	j	k	p
f	r	z	u	i	u	c	u
u	r	n	o	r	m	a	l
l	i	z	x	r	d	v	i

Reading

2 Read the email to a magazine and its reply, and write the missing sentences a–c in the right places.

1 Ask the students to look at the magazine article and ask what kind of article it is (an advice column).

2 Then ask them to read the messages quickly and ask *What's Osama's problem?* (He thinks his friends are having a better time than he is and he often feels worried), *What is Help! Magazine's advice?* (to realise everyone feels the same and to be grateful for the good things in his life).

3 Ask them to look at the missing sentences and explain that they have to fit them into the text in the correct places.

4 Check answers with the class.

5 Ask the students whether they ever feel like Osama and whether they think *Help! Magazine's* advice is good advice. Ask whether there is any other advice they would give Osama.

Answers:

1c 2b 3a

Writing

3 Write an email in your notebook from *Help! Magazine*.

1 Ask the students read the instructions carefully. Refer them back to the article on page 18 of the Student's Book, and ask them to make a few notes for their email.

2 Go through the exercise orally, eliciting ideas. Write any good suggestions on the board as prompts.

3 Students then complete the exercise in their notebooks. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.

4 Collect in their work to mark individually.

Answers:

Students' own answers.

Skills

Reading: To read for gist and detail

Writing: To write an email (Workbook)

Video: To understand a video about the importance of outdoor spaces

Speaking: To explain feelings and how to deal with them

Vocabulary: grateful

Values: Patience

Issues: Preventive and therapeutic health

LESSON 5 SB page 19 WB page 83

Outcomes:

- To identify gist and main idea(s) in short listening texts (both informative and literary texts).
- To react to a listening text, giving opinion
- To ask and answer questions about key details in a familiar text presented through different media (read aloud or orally presented)
- To follow agreed upon rules for discussion up to this age e.g. Listening to others and taking turns speaking about the topics and texts under discussion
- To express facts, points of view, hopes and aspirations

SB page 19

Lesson 5 2

Listening

1 Listen to four short conversations and put the photos in the correct order.

a ☐ b 1 c ☐ d ☐

2 Complete the expressions that Ali and Hana used to respond to news with the words in the box. Listen again to check your answers.

Congratulations done gets better happy must be news pity ~~sorry~~ worry

1 I'm sorry to hear that. I hope he ______ soon.
2 It's a ______ that you can't come.
3 Well ______, Yasser! That's great ______!
4 That ______ difficult. But don't ______, I'm sure things will get better with time.
5 ______! I'm so ______ for you. Everyone knows that's a really difficult exam.

3 Which of the expressions in Exercise 2 are used to respond to good news and which are used to respond to bad news?

Life Skills

When you have **empathy**, you can imagine how other people feel. It is important to show empathy when your friends are sad or happy.

Speaking

4 Work in pairs. Take turns to be A and B.

1 Think of two pieces of news, one good and one bad.

Student A: Tell Student B your pieces of news.

Student B: What do you say? Use expressions from Exercise 2.

2 At the end of the conversation, start the next conversation with:

Workbook page 83 | Lesson 5 | 19

Listening

1 Listen to four short conversations and put the photos in the correct order.

1 Ask the students to look at the photos and say what they can see.

2 Tell the students that they are going to listen to four conversations about the photos and that they should listen and order the photos as in the example.

3 Play the recording for students to listen and number the photos.

4 Check answers with the whole class.

Audioscript

1

Ali: *Hi Yasser! Are you coming to football practice on Thursday?*
Yasser: *Oh Hello Ali. No I can't come this week. My granddad is in hospital again. I have to look after my little brothers while my mum goes to visit him.*
Ali: *I'm sorry to hear that. I hope he gets better soon. It's a shame that you can't come. Maybe see you next Thursday, then.*
Yasser: *Thanks Ali.*

2

Yasser: *Hey Ali, Guess what! I'm in the football team! The coach told me after football practice last night.*
Ali: *Well done, Yasser! That's great news.*

3

Hana: *Hello Salma. How are you? Great to see you! How's it going at your new school? Are you enjoying it?*
Salma: *Hello Hana. Great to see you too! The new school is really hard! I don't know anyone, and I feel everyone is much cleverer than me. I have to do hours of homework every night*
Hana: *That must be difficult. But don't worry: I'm sure things will get better. Things will get better. You were always the best student in our class!*

4

Hana: *Hi Huda, How are things?*
Huda: *Hello Hana! Fine thanks. I passed my English exam!*
Hana: *Congratulations! I'm so happy for you. Everyone knows that's a really difficult exam.*

Answers:

1b 2d 3a 4c

2 Complete the expressions that Ali and Hana used to respond to news with the words in the box. Listen again to check your answers.

1 Ask students to look at the words in the box and check the meanings. Then ask them to read the sentences from the recording and predict the answers.

2 Play the recording again for them to listen and check.

3 Check the answers by inviting different students to read out the completed sentences. Point out the use of *That/It's a pity!* to respond to bad news.

Answers:

1 sorry / gets better	2 pity
3 done / news	4 must be / worry
5 Congratulations / happy	

3 Which of the expressions in Exercise 2 are used to respond to good news and which are used to respond to bad news?

1 Ask the students to look at the words in Exercise 2 and the sentences again.

2 They then discuss their ideas in pairs.

3 Check the answers with the class.

Answers:

Good news: 3 and 5

Bad news: 1, 2 and 4

Life Skills

1 Ask the students what they do when a friend of theirs is feeling sad or happy about some news.

2 Then draw their attention to the Life Skills box and ask them to read it. Ask why they think it is important to show empathy.

3 Brainstorm some examples of good and bad news and write them on the board.

Speaking

4 Work in pairs. Take turns to be A and B.

1 Ask the students to read the instructions and each write down one good piece of news and one bad piece of news (they can use their imaginations).

2 Pairs then give their news, and their partner responds using the expressions from Exercise 2. Demonstrate with a student first if necessary.

3 Monitor as they are working and help if necessary.

4 Ask pairs of students to give and respond to a piece of good or bad news.

5 Get a few pairs to demonstrate their dialogues to the class at the end.

Answers:

Students' own answers.

WB page 83

Lesson 5 — 2

Language

1 Reorder the words to make 3 expressions.

1 he'll / I hope / soon. / be better ....

2 Injy! / done / Well ....

3 that you / a pity / can't come. / It's ....

2 Match to make expressions for responding to news.

1	d I'm sorry to	a	great news.
2	That must	b	I'm sure she'll be better soon.
3	I'm so happy	c	pity that she didn't go.
4	It's a	d	hear that.
5	Don't worry,	e	for you.
6	That's	f	be difficult.

3 Now complete the dialogue with the expressions from Exercise 2.

Dalida: My mother didn't go to work today because she is ill.
Heba: I'm [1] sorry to hear that.
Dalida: She had an interview at the bank for a new job, but she couldn't go.
Heba: It's a [2] ....
Dalida: She did the interview online from her bed!
Heba: That [3] ....
Dalida: Yes, but she got the job!
Heba: [4] .... news! I'm [5] ....
Dalida: She is still not feeling very well.
Heba: Don't [6] ....

Writing

4 Write the conversation below that you had in Exercise 4 in the Student's Book page 19.

Lesson 5 83

Language

1 Reorder the words to make 3 expressions.

1 Ask students to look at the jumbled expressions. Explain that they have to put the words for each expressions in the correct order.

2 Check the answers as a class.

Answers:

1 I hope he'll be better soon.
2 Well done Injy!
3 It's a pity that you can't come.

2 Match to make expressions for responding to news.

1 Students complete the exercise individually and then compare their answers with a partner.
2 Check the answers with the class. Then invite pairs of students to read each piece of news and its response, focusing on sounding sympathetic or pleased. Model intonation patterns first.

Answers:

1d 2f 3e 4c 5b 6a

3 Now complete the dialogue with the expressions from Exercise 2.

1 Ask a stronger student to explain what they have to do.
2 Students then complete the dialogue in pairs.
3 Then ask them to compare their answers with another pair of students.
4 Invite pairs of students to read out the dialogue, using appropriate intonation.

Answers:

1 sorry to hear that
2 pity that she didn't go
3 must be difficult
4 That's great
5 so happy for her
6 worry, I'm sure she'll be better soon

Writing

4 Write the conversation below that you had in Exercise 4 in the Student's Book page 19.

1 Refer the students back to Exercise 4 and ask them to think about what news they gave and the responses. They could practise the dialogue again if necessary.
2 Students write their dialogues, helping each other. Monitor as they are working. When they have finished, ask pairs to check each other's work and suggest improvements.
3 Ask volunteers to read out their dialogues. Hold a class vote for the best intonation.

Answers:

Students' own answers.

Skills

Writing: To write a record of a conversation (in Workbook)

Listening: To listen for gist and detail

Speaking: To report good and bad new

Vocabulary: empathy, (that's a pity)

Life skills: Empathy

LESSON 6 SB page 20 WB page 84

Outcomes:

- To ask and answer such questions as *who, what, where, when, why*, and how to demonstrate understanding of key details in a text
- To plan texts orally; sequences and write texts with other children; read and talk about their writing
- To write a simple narrative: recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use sequencing words, and provide a sense of closure

SB page 20

2 Lesson 6

Reading

1 Read Injy's email to her friend Salma and answer the questions.

1 Why doesn't Injy see Salma at school? ....
2 What isn't Injy happy about? ....
3 What is Injy looking forward to? ....

New message

Hi Salma

How are you? I hope you are enjoying your new school. We really miss you.

I am fine, but there is some bad news from school. Mrs Tahany is leaving! She is such a good science teacher and we are feeling very sad.

I have some good news, too. Guess what? My parents say I can go on the school trip to Amman. I am very excited! There are many amazing places to visit there. The trip is in March and I can't wait.

So what's your news? Write soon!

Injy

Writing

2 Complete the phrases below with the words in the box.

forward going Guess Hello miss See

Useful phrases to use in an email

Phrases to begin:	Dear Injy Hi Injy [1] Hello Injy
Asking how someone is:	How are you? How are things? How's it [2] ....? How's life?
Introducing news:	The news from me / us is that ... [3] .... what?
Talking about feelings:	I / we [4] .... you. I / we hope that you are ... I'm so excited / sad because ...
Talking about the future:	I'm looking [5] .... to ... I can't wait (to) ...
Phrases to end:	Write soon [6] .... you soon

Remember!

- A sentence ends with a full stop (.).
- A question ends with a question mark (?).
- A sentence begins with a capital letter.
- We use commas (,) between clauses of a sentence: I am fine, but there is some bad news.
- We also use commas in lists: We have apples, oranges and pears.

3 Write an email to a friend in your notebook. Use these ideas.

1 Ask him / her how he / she is.
2 Give some bad news / something you are not happy about.
3 Give some good news / something you are happy about.
4 Ask your friend to tell his / her news.

20 Lesson 6 Workbook page 84

Reading

1 Read Injy's email to her friend Salma and answer the questions.

1 Ask the students to skim read the text and say what it is about. Remind them that they know Injy is planning to go to Amman from the Lesson 1 task.

2 Then draw their attention to the questions. Ask them to read the email again more carefully and answer the questions.

3 Check the answers as a class.

Answers:

1 Salma is in a different / new school now.
2 A good teacher is leaving the school.
3 She's looking forward to the school trip to Amman.

Writing

2 Complete the phrases below with the words in the box.

1 Brainstorm ways to start and end an email and write them on the board.

2 Then ask the students to look at the useful phrases and the words in the box and explain what they have to do.

3 Students work in pairs to complete the exercise. Monitor as they are working and help if necessary.

4 Check the answers with the class.

Answers:

1 Hello	2 going	3 Guess	4 miss
5 forward	6 See		

Remember!

1 Ask students what punctuation they know and when it is used.

2 Then draw their attention to the *Remember!* box and ask them to read the rules carefully. Then ask them to close their books. Put each punctuation point on the board and ask them what it is called and how it is used. Explain that they will practise using the punctuation later in the lesson.

3 Write an email to a friend in your notebook. Use these ideas.

1 Tell the students that they are going to write an email to a friend.

2 Ask them to look at the prompts and discuss some ideas with a partner. Elicit their ideas and then ask them to make notes for each of the points they will need to include.

3 Students write their email in their notebook, referring back to the *Useful phrases to use in an email* box to help. Monitor as they are working and help if necessary.

4 When they have finished, ask the students to check their work carefully for spelling, grammar and punctuation.

Answers:

Students' own answers.

WB page 84

2 Lesson 6

Reading

1 Read and punctuate.

my name is dina i am egyptian but my mother is from england i live with my parents my brother my sister and my grandparents who do you live with write soon from dina

Reading and listening

2 Read the email from Tamer to Tarek. Correct the mistakes. Listen and check your answers.

New message

Hi Tarek
~~How was~~ [1] How's it going? Congratulation [2] ______ on passing your maths test! Do you have more exams next term?
The news from me is that we move [3] ______ to a new house! I'm so exciting [4] ______ because my bedroom in the new house is very big. I got [5] ______ some bad news, too. I'm sharing the room with my brother! But this is only for a week until his room is ready.
I'm looking forward to meet [6] ______ you in the summer. Do you want to go swimming or sailing at the beach this year? I'm not waiting [7] ______ to see you.
You write [8] ______ soon!
Tamer

SEND

Writing

3 Write Tarek's reply to Tamer in your notebook.

- Ask how he is.
- Reply to the news in the email above.
- Write about something you did well at school recently and how you feel about it.
- Use suitable phrases to end the email.

84 Lesson 6

Reading

1 Read and punctuate.

1 Elicit the uses of the different punctuation marks.

2 Students then read the texts and put in the missing punctuation. Ask them to do this individually and then check with a partner. While they are working, write the text on the board.

3 Check the answers as a class by inviting different students to come to the board and put in a punctuation mark.

Answers:

My name is Dina. I am Egyptian but my mother is from England. I live with my parents, my brother, my sister and my grandparents. Who do you live with? Write soon, from Dina

Reading and listening

2 Read the email from Tamer to Tarek. Correct the mistakes. Listen and check your answers.

1 Ask the students to look at the email and example. Do the second gap together as a class.

2 Students then complete the exercise in pairs (you might like to pair stronger and weaker students for this exercise). Monitor as they are working and help if necessary. Remind them that *look forward to* can be followed by a noun or a verb + *ing*.

3 Check the answers by playing the recording. Then confirm them as a class.

Audioscript

Hi Tarek
How's it going? Congratulations on passing your maths test! Do you have more exams next term?
The news from me is that we are moving to a new house! I'm so excited because my bedroom in the new house is very big. I've got some bad news, too. I'm sharing the room with my brother! But this is only for a week until his room is ready.
I'm looking forward to meeting you in the summer. Do you want to go swimming or sailing at the beach this year? I can't wait to see you.
Write soon!
Tamer

Answers:

1 How's	2 Congratulations
3 are moving	4 excited
5 I've got	6 to meeting
7 I can't wait	8 Write

Writing

3 Write Tarek's reply to Tamer in your notebook.

1 Tell the students they are going to write a reply to Tamer in their notebook. Ask them to read the instructions and elicit what they have to do.

2 Ask them to look at the prompts and plan their reply by making notes. They should compare notes with a partner.

3 They then use their plan to write their reply in their notebooks. Monitor as they are working and help if necessary. When they have finished, ask them to exchange their work with a partner and check each other's work. Alternatively, students could write their emails for homework. Then collect in the books to mark.

4 Invite volunteers to read out their emails.

Answers:

Students' own answers.

Skills

Reading:

- To skim read
- To read for specific information

Writing: To use punctuation correctly

Listening: To listen for detail (Workbook)

Language: Useful phrases to use in an email

LESSON 7 SB page 21 WB page 85

Outcomes:

- To review and practise the vocabulary and structures of the unit

SB page 21

Lesson 7

2

Review

1 Match the jobs with the descriptions.

call-centre worker computer engineer police officer ~~street-food seller~~ shop worker

1 This person prepares food for people to eat. street-food seller
2 This person helps to keep people safe in the streets. ....
3 This person speaks to people on the phone. He or she helps them with their problems. ....
4 This person helps in a place which sells things. ....
5 You call this person if there is problem with your computer system. ....

2 Choose the correct words.

1 Why (are you laughing) / do you laugh?
2 We are watching / watch a film and it is very funny.
3 I usually have / am having a drink of water before I am exercising / exercise.
4 It doesn't rain / isn't raining outside, but it's a bit cloudy.
5 I usually go / am going to school by bus, but today I walk / am walking.

3 Work in pairs. Take turns to describe the photos using adverbs from the box.

badly carefully happily loudly slowly well

4 Write a reply to Huda's email. Write about 90 words.

Hi Jana!

How are you? I hope you are well. Guess what! I've passed my maths exam. I'm really happy, but my brother didn't pass. He is working hard to pass it next time.

It's raining today, so I'm happily sitting in my bedroom. I'm playing a game with my sister. What's your news?

Write soon!

Huda

Workbook page 85 Lesson 7 21

Review

Before using the book:

- Elicit the language and vocabulary of the unit. Ask students which lesson they enjoyed most and why.

1 Match the jobs with the descriptions.

1 Ask students to look at the words and the example.

2 Students then complete the exercise and check their answers with a partner.

3 Check the answers with the class.

Answers:

1 street-food seller
2 police officer
3 call-centre work
4 shop worker
5 computer engineer

2 Choose the correct words.

1 Ask students to look at the example and explain that they have to choose the correct words in each sentence.

2 They then complete the exercise in pairs.

3 Check the answers with the class.

Answers:

1 are you laughing
2 are watching
3 usually have/start
4 isn't raining
5 usually go/am walking

3 Work in pairs. Take turns to describe the photos using adverbs from the box.

1 Ask students to look at the photos and say what they can see in each one (three friends/family members, two tortoises on a wall/rock, people playing tennis).

2 Draw their attention to the speech bubble and adverbs in the box.

3 Students take turns to describe the photos as in the example, including one or more of the adverbs each time. Monitor as they are working and help if necessary. Encourage them to say as

much as possible about the photos.

4 Invite volunteers to describe the photos in turn.

Suggested answers:

The friends are smiling happily. They are probably talking loudly.

One tortoise is walking slowly and the other is climbing carefully.

One tennis player played well, the other played badly.

4 Write a reply to Huda's email. Write about 90 words.

1 Ask students to read Huda's email. Ask *Why is Huda happy?* (She passed her maths exam) *How does she feel?* (really happy) *What happened to Huda's brother?* (He didn't pass his maths exam) *What is he doing now?* (working hard)

2 Brainstorm some of the ways in which they could respond to Huda's news.

3 Students write their emails. When they have finished, ask them to check their spelling and grammar carefully and exchange their descriptions with a partner.

4 Invite volunteers to read out their replies.

Answers:

Students' own answers.

WB page 85

Lesson 7 2

Review

1 Circle the correct words.

1 Your father can park / put the car on this road, it is very quiet.
2 Fatma is blind / deaf, so she cannot hear you.
3 Please make / take sure that you write your emails carefully.
4 The nurse works on the word / ward for children.
5 This is a photo of my parents' married / wedding.

2 What do these people usually do? What are they doing now?

1 The pilot usually flies planes. Now, he is speaking on the phone.
2 ....
3 ....
4 ....

3 Tick the correct description of the photo.

This is a photo of a market. In the foreground towards the left, we can see a man. I think it is his shop and he is selling fruit and other things. In the middle of the picture we can see a man on a bicycle. He is carrying something. On the right, we can see two women. I think they want to buy something. In the background, we can see some other people.

a ☐ b ☐

4 Now write a description of the other photo.

....

Lesson 7 85

Review

1 Circle the correct words.

1 Ask the students to read the example.

2 Students then work in pairs to complete the exercise.

3 Check answers by inviting different students to read out the sentence including the correct options.

Answers:

1 park	2 deaf	3 make
4 ward	5 wedding	

2 What do these people usually do? What are they doing now?

1 Ask the students to look at the pictures and say what job each person does (pilot, footballer, computer engineer, teacher).

2 Ask students to look at the example. Elicit which tenses are used and why (the present simple for routines, the present continuous for what is happening now).

3 Students write their answers. You might like to pair stronger and weaker students for this exercise. Remind them to use appropriate tenses. Monitor as they are working and help if necessary.

4 Ask different students to read out their sentences and ask the rest of the class to check that the tenses are used correctly.

Suggested answers:

1 The pilot usually flies planes. Now, he is speaking on the phone.

2 The footballer usually plays football. Now, he is talking to a journalist.

3 The computer engineer usually repairs computers. Now, he is having/drinking a cup of tea.

4 The teacher usually teaches her students. Now, she is watching them acting a play.

3 Tick the correct description of the photo.

1 Ask students to look at the photos and ask what the places are (busy shopping streets).

2 Students then read the description carefully and look for each of the things mentioned in the photos in order to decide which photo it matches.

3 Check the answers as a class.

Answers:

Picture a

4 Now write a description of the other photo.

1 Ask students to look at the second photo and say what they can see. Remind them to use the phrases they learned for describing photos (e.g. in the foreground/background, in the middle, etc.).

2 Students then write their description in their notebooks. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.

3 Invite different students to read out their descriptions and hold class vote for the best description.

Answers:

Students' own answers.

SB pages 22-31 WB pages 86-92

OBJECTIVES

Reading

An article about the Egyptian handball team; a text about Ancient Egyptian doctors; a text about heroes

Writing

A paragraph about your partner's past; a text about your hero

Listening

Descriptions of different heroes; a talk about a family history; a discussion about what makes a hero

Speaking

Talking about heroes; discussing your family history; saying what you are proud of; checking you understand

Language

used to

Life Skills

Collaboration; Communication

Values

Work values; Love and respect for homeland and the family

Issues

Citizenship; Loyalty and belonging; National unity

LESSON 1 SB pages 22-23 WB page 86

Outcomes:

- To scan the unit for specific information
- To identify gist and main ideas in a short listening text
- To write a paragraph about what makes a hero

Before using the book:

- Draw students' attention to the photos of the people. Ask *Do you know any of these people? What jobs do you think they do?* Elicit students' ideas but don't give any answers yet.
- Write the title of the unit *Great jobs* on the board and ask the students what they think the unit is about (people with great or important jobs).

SB page 22

Unit 3 Lesson 1

Great jobs

Reading: An article about the Egyptian handball team; a text about Ancient Egyptian doctors; a text about heroes

Writing: A paragraph about your partner's past; a text about your hero

Listening: Descriptions of different heroes; a talk about a family history; a discussion about what makes a hero

Speaking: Talking about heroes; discussing your family history; saying what you are proud of; checking you understand

Language: *used to*

Life Skills: Collaboration; Communication

Values: Work values; Love and respect for homeland and the family

Issues: Citizenship; Loyalty and belonging; National unity

Discuss

Can you match the names, dates of birth and jobs to the photos?

Find

Look through the unit and find out what Ancient Egyptian doctors used plants for.

Magdy Yacoub Princess Fatma Ismail Omar Abdelkader Sameera Moussa

1853 1994 1917 1935

Scientist Surgeon Patron Sports coach

Research

What job does a nursing manager do?

22 Lesson 1

Discuss

Can you match the names, dates of birth and jobs to the photos?

1 Draw students' attention to the people in the box. Point to the first person and ask *Who is this?* (Omar Abdelkader) *What's his job?* (sports coach). What do you think his date of birth is? (1994). Ask them to work in pairs and match the other people to their names, dates of birth and jobs. When they have finished, check the answers as a whole class.

2 Ask students which of the people they have heard of. Help them with the words *patron, scientist* and *surgeon*. Tell them that in this lesson they are going to find out more information about each of the people in the photos.

Answers:

1 Omar Abdelkader - 1994 - Sports coach
2 Sameera Moussa - 1917 - Scientist
3 Magdy Yacoub - 1935 - Surgeon
4 Princess Fatma Ismail - 1853 - Patron

Find

Look through the unit and find out what Ancient Egyptian doctors used plants for.

1 Explain to students that in this exercise, the answer is somewhere else in the unit, and they need to look through the pages to find it. You could also put them in pairs and do it as a game. The first pair to find the answer wins. If they are finding it too difficult, give them a clue e.g. *It's on page 28* or *It's in a text*.
2 When students have found the answer, check understanding of *burns* (damage to the skin caused by heat/fire) and *infections* (an illness cause by things viruses and bacteria).

Answers:

They used them to help people with burns and to stop infections.

Research

What job does a nursing manager do?

1 Ask the students to read the question in the *Research* box and give them time to find the answer.

Answers:

He/She helps to teach younger nurses.

SB page 23

Lesson 1 — 3

Listening

1 What do you know about the people in the photos on page 22?

2 Listen to someone talking about the people in the photos. Check your answers to Exercise 1.

Language

3 Complete these sentences from Exercise 2 with the correct past time expression. Then listen again and check your answers.

ago for From in to ~~When~~

1 When Omar was 22, a shark attacked him and he lost a leg.
2 Sameera Moussa was born .... 1917.
3 Magdy Yacoub helped people with heart problems .... many years.
4 Magdy stopped most of his work as a surgeon a long time ....
5 .... 1908 .... 1940, people called it the Egyptian University.

4 Complete the sentences with your own answers.

1 I went to primary school for .... years.
2 I started Preparatory School .... years ago.
3 When I was 12, I ....
4 Yesterday, I was at school from .... to ....

5 Look for the verbs in Exercises 3 and 4. Write them in the correct column.

Regular verbs:	Irregular verbs:
attacked	was
....	....
....	....
....	....

Speaking

6 Work with a partner. Ask and answer the questions.

1 What makes a hero?
2 Think of a hero from another country. What did he or she do?

Workbook page 86 | Lesson 1 | 23

Listening

1 What do you know about the people in the photos on page 22?

1 Focus attention back on the photos on page 22. Point to each one in turn and elicit what students know about each one.
2 Write their ideas on the board. They can check their answers in the next exercise.

2 Listen to someone talking about the people in the photos. Check your answers to Exercise 1.

1 Tell the class that they are going to listen to someone talking about the people in the photos. Students listen and check their answers to Exercise 1.
2 Play the recording for students to listen and check, using the ideas you wrote on the board in Exercise 1. Then ask them to compare answers with a partner. If necessary, play the recording a second time.

3 Check answers with the class by going through the answers on the board and ticking any correct information. Ask *What other information did you find out?* Elicit students' answers and add these to the information on the board.

Audioscript

1 Photo one shows Omar Abdelkader. He was born in 1994. When Omar was 22, a shark attacked him and he lost a leg, but this did not stop him wanting to be successful. Now he helps other people with similar problems and he is an important sports coach.

2 Photo two shows Sameera Moussa. Sameera was born in 1917 and studied science at Cairo University. She was Egypt's first female nuclear scientist and wanted to use nuclear treatments in medicine. She died in 1952.

3 Photo three shows Magdy Yacoub. He was born in Cairo in 1935. He went to Cairo University and became an important heart surgeon. He then helped people with heart problems for many years. He stopped most of his work a long time ago, but in 2006, he started a charity to help children with heart problems.

4 Photo four shows Princess Fatma Ismail. The princess was the daughter of Khedive Ismail and she was born in 1853. She became a patron of Egypt's first national university after she gave a lot of money and land to help it to open in 1908. From 1908 to 1940, people called it the Egyptian University, but it is now called Cairo University.

Answers:

Students' own answers.

Language

3 Complete these sentences from Exercise 2 with the correct past time expression. Then listen again and check your answers.

1 Focus attention on the sentences and the past time expressions in the box. Read the example with the class, then ask students to complete the rest of the sentences individually. Monitor and offer help where necessary.
2 When they have finished, put students in pairs to compare their answers. Then play the recording for student to check their answers.
3 Check the answers as a whole class. If necessary, drill the past time expressions.

Answers:

1 When 2 in 3 for
4 ago 5 From/to

4 Complete the sentences with your own answers.

1 Demonstrate the activity by telling students your own answers. Then ask students to complete the sentences so they are true for them. Go round and help with vocabulary where necessary, writing any new words/phrases on the board.
2 When they have finished, put students in pairs to compare their answers. Ask *Do you have anything in common?* Finally, ask a few students to share their partner's answers with the class.

Answers:

Students' own answers.

5 Look for the verbs in Exercises 3 and 4. Write them in the correct column.

1 Read the examples with the class and ask *How do we form the past simple of regular verbs?* (we usually add *-ed*). Point out that some verbs are irregular and that there is a list on page 120.
2 Ask students to find the verbs in the sentences in both Exercises 3 and 4 and write them in the table individually. Go round and offer help where necessary.
3 Put students in pairs to compare their answers. When they have finished, check answers as a whole class and write them on the board in two columns.

Answers:

Regular verbs: attacked, helped, stopped, called, started
Irregular verbs: was born, lost, went

Speaking

6 Work with a partner. Ask and answer the questions.

1 Go through the questions with the class and check understanding. Elicit an idea or two for the first question (e.g. they're brave, they think of others). Point to the photo of the firefighter and ask *What's his/her job?*
2 Put students in pairs to discuss the questions. While they are speaking, monitor and check students are using any past time expressions correctly. Encourage them to ask follow-up questions to find out more information (e.g. *Why do you think that?*) and to give their reasons.
3 When they have finished, ask a few students to share their ideas with the class and have a brief

class discussion.

Answers:

Students' own answers.

WB page 86

Unit 3 Lesson 1

Great jobs

Vocabulary

1 Complete the sentences with these words.

patron scientist ~~sports coach~~ surgeon

1 A sports coach teaches people how to play or improve in a sport.
2 A .... knows how to look inside the body to help people who are ill.
3 A .... does experiments to study and find out about how things work.
4 A .... gives money to people or places.

Language

2 Circle the correct words.

[1] **When / As** my parents were younger, they lived in Luxor. Then they moved to Port Said [2] **at / in** 1990. My father got a job in Cairo 15 years [3] **ago / then**. They then lived in a small flat [4] **from / in** 2005 [5] **from / to** 2006. They moved to the bigger flat a year later [6] **when / while** I was born.

3 Choose the correct year, then match to make sentences.

1908 1952 1995 ~~2016~~

1 [d] In 2016 a shark attacked Omar
2 [ ] Before Sameera Moussa died in ...., she was Egypt's first female nuclear scientist and
3 [ ] In .... Magdy Yacoub started a charity
4 [ ] The Egyptian University was opened in ....

a to help children with heart problems.
b wanted to use nuclear treatments in medicine.
c after princess Fatma Ismail gave it money and land.
d and he lost a leg.

Writing

4 Write a paragraph about what makes a hero.

- Use some of the information you discussed in Student's Book Exercise 6.
- Use some of these adjectives.

brave dangerous kind nervous patient

86 Lesson 1

Vocabulary

1 Complete the sentences with these words.

1 Read the example with the class, then ask students to complete the rest of the sentences individually.
2 Check answers as a whole class and drill the words (especially *surgeon*) chorally and individually.

Answers:

1 sports coach 2 surgeon 3 scientist 4 patron

Language

2 Circle the correct words.

1 Read the example with the class, then ask them to circle the correct answers individually. Monitor and help where necessary.
2 When they have finished, ask students to compare their answers in pairs. Then read the paragraph with the class, checking answers as you go.
3 Ask students if they know where their parents lived before they were born, and ask them to share what they know with the class.

Answers:

1 When 2 in 3 ago 4 from
5 to 6 when

3 Choose the correct year, then match to make sentences.

1 Explain to students that this exercise is in two parts. First they need to choose the correct year and write it in the gap. Then they need to match the sentence halves.
2 Read the example with the class, then ask students to complete and match the rest of the items. Go round and offer help while they are working where necessary.
3 When they are ready, ask students to compare their answers in pairs. Then check answers as a whole class.

Answers:

1d 2016 2b 1952 3a 2006 4c 1908

Writing

4 Write a paragraph about what makes a hero.

1 Tell students they are going to write a paragraph about what makes a hero. Remind them of the information they discussed in Student's Book Exercise 6. Elicit some of their ideas and write them on the board.
2 Focus attention on the box with the adjectives and check understanding of each one. Elicit any other useful adjectives students can think of and write them on the board.
3 When they are ready, students write their paragraphs individually. Go round and check students are forming sentences correctly, and answer any questions they have about vocabulary. Write any new words/phrases on the board.
4 When they have finished, put students in pairs to read their paragraphs to each other and find out if they agree.
5 Finally, ask one or two students to share their partner's ideas with the class.

Answers:

Students' own answers.

Skills

Writing: To write a paragraph (Workbook)
Listening: To listen to a talk about four heroes
Speaking: To discuss what makes a hero
Vocabulary: patron, scientist, surgeon
Language: To use past simple time expressions

LESSON 2 SB pages 24-25 WB page 87

Outcomes:

- To make predictions about a text
- To scan a text for specific information
- To use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
- To listen for specific information
- To answer simple questions and respond to simple statements in an interview

SB page 24

Lesson 2

Reading

1 Do you know the team in the photo? Which sport do you think these players do?

2 Read the article and check your answers to Exercise 1.

Egyptian heroes!

The Egyptian handball team are heroes! They **won** the **handball** Africa Cup of Nations in Tunisia in 2020. They won the final against Tunisia 27–23. That means they are the best team in Africa!

This is not the first time Egypt's handball team played in a final. In 2019, the **junior** team won the under-19 World Cup Final 32–28 against Germany. They were the first team from Africa to win it. In 2018, the **senior** team were also in the final of the Africa Cup of Nations, but lost the final against Tunisia.

Now, lots of people in Egypt love the sport. Let's hope the Egyptian team can win **competitions** again!

3 Look at the words in bold in the text. Match the words and the definitions.

1 A sport with seven players in a team. They score by throwing the ball into a goal. handball
2 Events when people try to get a prize by being the best at something. ....
3 the opposite of *lost* ....
4 for younger people ....
5 for older people ....

4 Read the article again. Are these sentences true (T) or false (F)?

1 The Egyptian handball team won an important competition in 2020. T
2 The final in 2020 was in Tunisia. ....
3 In 2010, the Egyptian handball team won the final against Tunisia. ....
4 The senior Egyptian handball team won the World Cup Final in 2019. ....
5 Teams from Africa usually win the handball World Cup Final. ....
6 The senior Egyptian handball team did not win the final in 2018. ....
7 The Tunisian team were the best team in Africa in 2018. ....
8 Many people in Egypt like handball. ....

24 Lesson 2

Reading

1 Do you know the team in the photo? Which sport do you think these players do?

1 Point to the photo of the sports team and ask *What do you think the text is about?* (the sports team in the photo).
2 Ask students who they think the sports team in the photo is and what (if anything) they know about it. Don't give any answers yet.

Answers:

Students' own answers.

2 Read the article and check your answers to Exercise 1.

1 Set a time limit of one minute for students to read the text quickly and identify the sports team and check their answers to Exercise 1.
2 Elicit the answer and any other information students guessed correctly in Exercise 1.

Answers:

The team is the Egyptian handball team.

3 Look at the words in bold in the text. Match the words and the definitions.

1 Focus attention on the words in bold in the text, and elicit what students think each one means, encouraging them to use the context and other words in the text to help. Don't give any answers yet.
2 Ask student to match the words and definitions individually, then compare answers in pairs.
3 Check answers as a whole class, and drill the new words with the class.

Answers:

1 handball	2 competitions	3 won
4 junior	5 senior	

4 Read the article again. Are these sentences true (T) or false (F)?

1 Read the example with the class and ask students to show you where in the text they can find the answer.
2 Students read the text again and decide if the statements are true or false, then check in pairs.
3 Check answers as a whole class, and ask

students to explain why the false statements are false.

Answers:

1T 2T 3F (it was in 2020)
4 F (the junior team won)
5 F (Egypt were the first team to win it)
6T 7T 8T

SB page 25

Lesson 2 3

Language

5 Listen and complete.

1 You can pronounce the -ed endings on words in three ways. Listen to how the -ed endings are different in these three past simple verbs from the article.

2 Listen and write the verbs you hear in the correct column. Then listen again and repeat.

sounds like /id/:	sounds like /t/:	sounds like /d/:
started	helped	played
....	....	....
....	....	....

6 Reorder the words to make past simple questions.

1 to do / the Egyptian / What / were / junior team / the / team / first / ?
What were the Egyptian junior team the first team to do?
2 When / did / World Cup Final / win / the / they / ? ....
3 the / senior team / did / Egyptian / win / 2020 / What / in / ? ....
4 Egypt / competition / Where / win / did / this / ? ....
5 the / 2018 / won / Who / Africa Cup of Nations / in / ? ....

7 Work with a partner. Ask and answer the questions in Exercise 6.

Speaking

8 Discuss these questions in pairs.

1 Why is teamwork important?
2 Which team do you like? Why?
3 Did the team win many games last year? Why/Why not?
4 When did your favourite team last win a competition?
5 Would you like to play in a team? Why?

9 Work in pairs. Ask and answer questions about the past using some of these verbs.

be help learn like live play want

Workbook page 87 Lesson 2 25

Language

5 Listen and complete.

1 Remind students of how we form the regular past simple of verbs in English. Copy the table onto the board and ask students how we pronounce each verb.
2 Read the information in question 1 with the class, then play the recording for students to listen and notice how we pronounce the verbs. Ask students to repeat the verbs after you, paying attention to the different endings.
3 Tell students that they will hear some more verbs, and they should write them in the correct column according to how they are pronounced.
4 Play the recording, pausing after each verb to give students time to write them.
5 Put the students in pairs to compare their answers. Play the recording again if necessary.
6 Check answers as a whole class, and write the verbs on the board in the correct column. Drill the verbs with the class.

Audioscript

1
started
helped
played
2
wanted, married, lived
needed, liked, talked

Answers:

sounds like /id/: started, wanted, needed
sounds like /t/: helped, liked, talked
sounds like /d/: played, married, lived

6 Reorder the words to make past simple questions.

1 Make sure students understand the difference between actions which started and finished in the past and past habits. Write on the board: *1 I always played with toys when I was young. 2 I went to the shops yesterday.* Ask *Which is a past action?* (2) *Which is a past habit?* (1).
2 Read the example with the class, then ask students to reorder the other questions individually. When they have finished, ask students to compare their answers in pairs.
3 Check answers with the class and write each question on the board. Alternatively, you could ask different students to come up and write each question on the board.

Answers:

1 What were the Egyptian junior team the first team to do?
2 When did they win the World Cup Final?
3 What did the Egyptian senior team win in 2020?
4 Where did Egypt win this competition?
5 Who won the Africa Cup of Nations in 2018?

7 Work with a partner. Ask and answer the questions in Exercise 6.

1 Read out the first question and ask students if

they can remember the answer. Let them look back at the text in Exercise 2 if they can't.
2 Put students in pairs to ask and answer the questions from Exercise 6. Encourage them to answer in full sentences, using the correct pronunciation of the past simple verbs.
3 When they have finished, check answers with the class by asking a different pair to ask and answer each question.

Answers:

1 They were the first team from Africa to win the World Cup Final.
2 They won it in 2019.
3 They won the Africa Cup of Nations.
4 They won it in Tunisia.
5 Tunisia won the Africa Cup of Nations in 2018.

Speaking

8 Discuss these questions in pairs.

1 Students can discuss the questions in pairs. Go round and monitor while they are doing this and offer help and support.
2 Ask a few students to share their answers with the class. Make sure that they are pronouncing the past tense endings correctly.

Answers:

Students' own answers.

Answers:

Students' own answers.

WB page 87

Lesson 2 3

Reading

1 Complete the text with these words.

competition
~~handball~~
junior
senior
win

My brother Ahmed loves playing [1] ...handball..., and he's very good at it. When he was eight, he played in a [2] .... competition for a team in our city. The team didn't [3] ...., but it was second. Ahmed is now 21 and last year, he played for an important [4] .... team. He was very pleased. Next year, the team are playing in an important [5] .... I hope they win it!

Listening

2 Circle the correct -*ed* ending, then listen and check.

1 helped: sounds like /id/ (/t/) /d/
2 married: sounds like /id/ /t/ /d/
3 needed: sounds like /id/ /t/ /d/
4 played: sounds like /id/ /t/ /d/
5 lived: sounds like /id/ /t/ /d/
6 talked: sounds like /id/ /t/ /d/

Language

3 Complete the sentences with the correct form of the verbs in brackets.

1 My Uncle Rashid was (be) born in 1961.
2 He .... (start) playing chess when he was very little and he was always very good at it.
3 He .... (win) a junior chess competition when he was only 12!
4 He .... (meet) Aunt Reem when he was 20 and they .... (get) married in 1983.
5 In 1990, he .... (become) the number one chess player in our city.

4 Use these words to make questions.

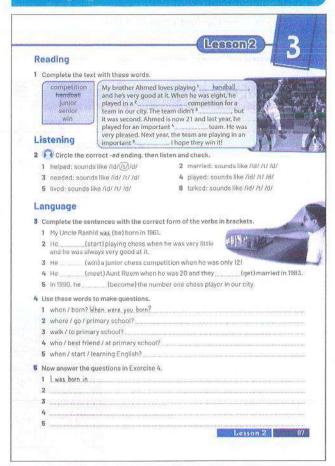
1 when / born? When were you born?
2 where / go / primary school? ....
3 walk / to primary school? ....
4 who / best friend / at primary school? ....
5 when / start / learning English? ....

5 Now answer the questions in Exercise 4.

1 I was born in ....
2 ....
3 ....
4 ....
5 ....

Lesson 2 87

9 Work in pairs. Ask and answer questions about the past using some of these verbs.

1 Demonstrate the activity by asking a stronger student one or two questions. Encourage them to answer with full sentences. Then focus attention on the photos and read the example with the class.
2 With weaker classes, elicit a few questions using the verbs and write them on the board first.
3 Put students in pairs to ask and answer the questions. Monitor and make notes on any common errors, especially with pronunciation of regular past simple verbs.
4 When they have finished, ask a few students to share some information they found out about their partner with the class.
5 Write any common errors you heard during the speaking and write them on the board (don't say who made them). Correct them as a class.

Reading

1 Complete the text with these words.

1 Point to the photo and ask *What is he doing?* (He's playing handball).
2 Tell the class that they are going to read a text about someone's brother, who plays handball. Read the example with the class, then ask students to complete the rest of the text with the words in the box individually.
3 When they have finished, put students in pairs to compare their answers. Check answers as a whole class.

Answers:

1 handball	2 junior	3 win
4 senior	5 competition	

Listening

2 Circle the correct *-ed* ending, then listen and check.

1 Before they begin, ask students to say the three ways regular past simple verbs are pronounced, and if they can think of an example of each.
2 Read the example with the class, then ask students to choose the correct endings in pairs. Encourage them to practise saying each verb quickly to help them decide.
3 When they are ready, play the recording for students to check their answers. Check answers as a whole class, and drill the verbs.

Audioscript

1 helped	*2 married*	*3 needed*
4 played	*5 lived*	*6 talked*

Answers:

1 /t/	2 /d/	3 /d/	4 /d/
5 /d/	6 /t/		

Language

3 Complete the sentences with the correct form of the verbs in brackets.

1 Point to the photo and ask *What is he doing?* (He is playing chess). Tell the class that the sentences describe someone's uncle.
2 Read the example with the class, then ask students to complete the rest of the sentences individually. Monitor and check students are forming the past simple of the verbs correctly, and offer help where necessary.
3 Put students in pairs to compare their answers. When they have finished, check answers as a whole class and write the past simple forms on the board.

Answers:

1 was	2 started	3 won
4 met/got	5 became	

4 Use these words to make questions.

1 Read the example with the class.
2 Ask students to write the rest of the questions. Go round and offer help where necessary.
3 When they have finished, put students in pairs to compare their answers.
4 Check answers as a class and write them on the board. Alternatively, you could ask different students to come and write the questions on the board themselves, then check as a class.

Answers:

1 When were you born?
2 Where did you go to primary school?
3 Did you walk to primary school?
4 Who was your best friend at primary school?
5 When did you start learning English?

5 Now answer the questions in Exercise 4.

1 Read the example with the class, and make sure students understand that it partly answers question 1 in Exercise 4. Ask students to complete it so it's true for them, then they can write their answers to the other questions.
2 Monitor and make sure they answer with full sentences and that they are forming the past simple correctly.
3 When they have finished, put students in small groups and ask them to share their sentences and find out if they have anything in common.
4 In feedback, nominate a student from each group to share some of their group's information with the class.

Answers:

Students' own answers.

Skills

Reading: To read for specific information

Listening: To listen for specific information

Speaking: To ask and answer questions about your past

Vocabulary: competition, handball, junior, senior, win/won

Language: The past simple (revision)

LESSON 3 SB pages 26-27 WB page 88

Outcomes:

- To describe and compare people, places and events
- To identify gist and main ideas in a short listening text
- To gather information from provided sources to answer questions
- To write an informative text

SB page 26

3 Lesson 3

Speaking

1 Work in pairs. Discuss your family history.

1 Do you know much about your family history? What things do you know?

2 Would you like to learn more about your family history? Why?

Vocabulary

2 Complete the sentences with a word from the box. Use a dictionary if necessary.

charity countryside emergency ~~natural disaster~~ proud volunteer

1 A terrible event, such as an earthquake, is a/an natural disaster.

2 The ...... is the area outside a city, where there are farms and lots of nature.

3 A/An ...... helps people who are poor, sick or don't have a home.

4 A/An ...... is someone who works for no money to help people.

5 If you are ...... of someone, you feel pleased with them. This is because you think that they are or have done something very good.

6 A/An ...... is something serious or dangerous that you need to do something about.

Listening and speaking

3 Listen to Yasser talking about his family history and answer the questions.

1 Which person in his family is Yasser talking about?

2 What job did the person do?

4 Listen again. Complete the sentences.

1 Yasser was doing a school project on someone in his family.

2 Yasser's great grandfather lived in the ......

3 He was a ...... for the Red Crescent.

4 He helped when there was a disaster or a health ......

5 Yasser is very ...... of his great grandfather.

5 Work in pairs. Who are you proud of? Why?

26 Lesson 3

Speaking

1 Work in pairs. Discuss your family history.

1 Demonstrate the activity by telling the class what you know about your family history, following the format of the questions.

2 Read the questions with the class and check understanding. If you have time, give students two minutes to think about their answers individually first.

3 Put students in pairs to discuss the questions. Monitor and encourage students to ask follow-up questions to find out more information.

4 When they have finished, ask a few students to share something interesting they found out about their partner with the class.

Answers:

Students' own answers.

Vocabulary

2 Complete the sentences with a word from the box. Use a dictionary if necessary.

1 With weaker classes, you could go through the words in the box first and check understanding. Read the example with the class, then ask students to complete the sentences individually. Encourage them to use a dictionary if they are not sure of the meaning.

2 Put students in pairs to compare their answers. When they have finished, check answers with the class. Drill the words and phrases chorally and individually.

3 Ask students to give you other examples of a natural disaster (e.g. *volcano*, *hurricane*) and charities (e.g. *Red Crescent*).

Answers:

1 natural disaster	2 countryside
3 charity	4 volunteer
5 proud	6 emergency

Listening and speaking

3 Listen to Yasser talking about his family history and answer the questions.

1 Point to the photo and explain to students that this is Yasser, and they are going to listen to him talking about his family history.

2 Read the questions with the class so they know what to listen for. Then play the recording for students to answer the questions. Check answers as a whole class.

 Audioscript

Yasser: *I didn't use to know very much about my family history. Then, last week, I did a school project about someone in my family so I did some research and I found out some really interesting things about my*

great grandfather. I knew he used to be a doctor but I didn't know he worked for a charity!
My great grandfather used to live in the countryside and he worked as a volunteer doctor for the Red Crescent when there was a natural disaster or a health emergency. For example, when there was an earthquake, my great grandfather went to help. The work was difficult and sometimes scary. He also used to look after people who didn't have much money. I feel very proud of him.

Answers:

1 He is talking about his great grandfather
2 He was a doctor.

4 Listen again. Complete the sentences.

1 Read the example with the class, then go through each sentence with students and elicit their predictions. Don't give any answers yet.
2 Play the recording again for students to listen and complete/confirm the answers to the sentences.
3 Put students in pairs to compare their answers. Play the recording again if necessary, then check answers as a whole class.
4 Ask students what they think of Yasser's great grandfather.

Answers:

1 school project	2 countryside	
3 volunteer	4 emergency	5 proud

5 Work in pairs. Who are you proud of? Why?

1 Demonstrate the activity by telling the class about someone you are proud of and the reasons why.
2 Give students two or three minutes to think about their answers, and to make notes if they want to. Go round and help with vocabulary where necessary, writing any new words/phrases on the board.
3 When they are ready, put students in pairs to discuss the question. Monitor and make notes of any common errors for later class feedback.
4 When they have finished, ask a few students to describe who their partner is proud of and why. Write any common errors on the board and correct them as a class.

Answers:

Students' own answers.

SB page 27

Lesson 3 — 3

Language

6 When Yasser was researching his family history, he found out some other interesting information. Complete the sentences with *used to* or *didn't use to*.

1 Yasser's grandmother used to work in a hospital.
2 Before Yasser's dad got married, he .... (not) live in Cairo.
3 Yasser's uncle .... live in Tunisia.
4 When Yasser's mum was a child, she .... play the piano every day.
5 Before Yasser's grandfather had children, he .... (not) know how to drive a car.

used to

Use **used to** to talk about habits that were true in the past but are not true now.

Positive statements:	He **used to** live in the countryside.
Negative statements:	I didn't **use to** know much about my family history.
Questions:	Did he **use to** live in Cairo? Yes, he did./No, he didn't.
	Where did he **use to** live?

Speaking

7 Work in pairs and make sentences about the people in the pictures using *used to*.

8 Complete these questions for your partner about when he/she was ten.

1 When you were ten, did you use to live in a different house?
2 .... have any different hobbies?
3 .... walk to school?
4 .... have the same friends?

9 Ask and answer the questions from Exercise 8 in pairs and make a note of your partner's answers.

Writing

10 Write a short paragraph about your partner when he/she was ten. Use the answers to the questions in Exercise 9.

Workbook page 88 | Lesson 3 | 27

Language

6 When Yasser was researching his family history, he found out some other interesting information. Complete the sentences with *used to* or *didn't use to*.

1 Read the example with the class, and explain that the sentences give more information that Yasser found out about his family. Ask students to complete the rest of the sentences individually. Monitor and check students are forming *used to* correctly, especially by dropping the *d* in the negative.
2 When they are ready, put students in pairs to compare their answers. Check answers as a whole class.
3 Read the *Language* box with the class. Answer any queries. Remind students that we only use *used to* with actions in the past that are NOT true now.

Answers:

1 used to	2 did not use to	3 used to
4 used to	5 did not use to	

Speaking

7 Work in pairs and make sentences about the people in the pictures using *used to.*

1 Focus attention on the pictures. Point to the car in 2000 and ask *Is it a small car?* (yes). Then point to the car now and ask *Is it a small car?* (no). Then point to the examples in the speech bubbles with *used to*.
2 Put students in pairs and ask them to make more sentences with *used to* about the pictures. With weaker classes, or if they are struggling, write the following words as clues on the board: *children, mum's hair, dad's beard, clothes.*
3 Monitor students while they are working and check they are forming the sentences correctly. When they have finished, elicit students' answers.

Suggested answers:

They used to have a small car. They didn't use to have a big car. They used to wear different colours. They didn't use to have children. The man didn't use to have a beard and the woman used to have longer hair.

8 Complete these questions for your partner about when he/she was ten.

1 Read the example with the class, then ask students to complete the rest of the questions individually.
2 When they have finished, check answers as a whole class.

Suggested answers:

1 did you use to
2 Did you use to
3 Did you use to
4 Did you use to

9 Ask and answer the questions from Exercise 8 in pairs and make a note of your partner's answers.

1 Put students in pairs to discuss the questions. Encourage them to elaborate and give more information where possible. Make sure they make notes on their partner's answers, as they'll need the information in Exercise 10.
2 In feedback, ask a few students to share anything interesting they found out about their partner with the class.

Suggested answers:

Students' own answers.

Writing

10 Write a short paragraph about your partner when he/she was ten. Use the answers to the questions in Exercise 9.

1 Ask students to use their notes from Exercise 9 to write a short paragraph about their partner.
2 While they are writing, go round and check they are using *used to* correctly. Help out with vocabulary where necessary, too, and write any new words/phrases on the board.
3 When they have finished, put students back in the same pairs. Ask them to read out their paragraph to their partner to check the information is correct.

Suggested answers:

Students' own answers.

WB page 87

3 Lesson 3

Vocabulary

1 Complete the sentences with these words.

charity countryside emergency great-grandmother natural disaster proud volunteer

1 My grandmother was born in 1955 and my great-grandmother was born in 1930!
2 When you are older, do you want to live in the city or the ....?
3 You can only open this door in a/an ...., such as a fire.
4 Mona's mother is a/an .... at the hospital: they don't pay her for her work.
5 The earthquake was the second .... in the city this year.
6 My sister passed all her exams with good marks, and we are very .... of her.
7 I always give money to a/an .... that helps poor children.

Language

2 Read about Magdy Yacoub and complete the text with *used to/didn't use to* and the verb in brackets.

We should all be proud of Magdy Yacoub. He was born in 1935 in Bilbeis, but the family [1] used to travel (travel) to many places because his father was an important doctor. Magdy also became a doctor. Before he stopped working in 2001, he [2] .... (work) in a special hospital in London. At this hospital, Magdy [3] .... (help) to give people new hearts for the first time. Before the 1980s, people with heart problems often died. In 2009, Magdy Yacoub started a charity for ill children in Aswan. Very ill children [4] .... (not live) long lives, but many ill children can now live healthy lives.

3 Reorder the words to make questions about your primary school with *used to*. Then answer the questions.

1 learn / school / What / primary / at / use to / did / you / ?
What did you use to learn at primary school?
2 have / homework / a lot of / you / Did / use to / ?
3 games / What / your / with / use to / did / play / you / friends / ?
4 school / How / use to / did / go / you / to / ?

1 We used to learn
2
3
4

88 Lesson 3

Vocabulary

1 Complete the sentences with these words.

1 Point to the photo and ask students what family

member this is, and when they think she was born. Read the example in the first sentence with the class to check their predictions.

2 Ask the class to complete the rest of the sentences individually. Monitor and offer help where necessary.

3 Put students in pairs to compare their answers, then check answers as a whole class.

Answers:

1 great-grandmother	2 countryside
3 emergency	4 volunteer
5 natural disaster	6 proud
7 charity	

Language

2 Read about Magdy Yacoub and complete the text with *used to/didn't use to* and the verb in brackets.

1 Focus students' attention on the photo and ask *What's his job?* Ask students if they can remember the word from Lesson 1 which describe a type of doctor who does operations (surgeon).

2 Tell students that the text is about Magdy Yacoub. Read the example with the class, then ask students to complete the rest of the text individually. Monitor and check students are forming *used to* correctly.

3 When they have finished, check answers as a whole class.

Answers:

1 used to travel	2 used to work
3 used to help	4 didn't use to live

3 Reorder the words to make questions about your primary school with *used to*. Then answer the questions.

1 Read the example with the class, then ask students to reorder the rest of the questions individually.

2 Put students in pairs to compare their answers. When they have finished, check answers as a class and write the questions up on the board.

3 Read and complete the example answer for yourself. Then ask students to answer the rest of the questions. Monitor and check students are forming the answers correctly.

4 When they have finished, ask students to share their answers with the class and find out who has similar answers.

Answers:

1 What did you use to learn at primary school?
2 Did you use to have a lot of homework?
3 What games did you use to play with your friends?
4 How did you use to go to school?
Students' own answers to questions.

Skills

Writing: To write a paragraph about a classmate's past habits

Listening: To listen for gist and detail

Speaking: To discuss your family history; to describe two pictures

Vocabulary: charity, countryside, emergency, natural disaster, proud, volunteer

Language: *used to*

LESSON 4 SB page 28 WB page 89

Outcomes:

- To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text to read words and use some word identification strategies with growing confidence
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To write a simple narrative: recount an event or sequence of events, include details to describe actions, thoughts, and feelings, use sequencing words, and provide a sense of closure

SB page 28

3 Lesson 4 Culture

Reading

1 Work in pairs. Match the parts of the body to their functions.

1 [b] brain
2 [ ] heart
3 [ ] lungs

a They take in air and help us to breathe.
b It tells the parts of our body what to do.
c It pumps blood around the body.

2 Read the article. Which parts of the body did Ancient Egyptian doctors understand some things about?

3 Read the article again. Are these sentences true (T) or false (F)?

1 Ancient Egyptian doctors used to write about their work. T
2 The doctors understood everything about how the heart works. ......
3 They thought the brain was very important. ......
4 Some of the medicines we use today are the same as they used in Ancient Egypt. ......
5 We learned how to help people to see from the Ancient Egyptians. ......

Speaking

4 Ask and answer the questions in pairs.

1 How do we know about Ancient Egyptian doctors?
2 What did they use to know about the heart?
3 What did they use to do or use to help patients?
4 Are you proud of Ancient Egyptian doctors? Why?

Ancient Egyptian doctors

We know how Ancient Egyptian doctors helped their patients because they wrote down their ideas thousands of years ago.

The body
Ancient Egyptians doctors understood that the heart **pumps** blood around the body. However, they used to think that the heart also pumped air to our lungs! They were also the first people to understand some of the things the brain does, but they did not know how important it was.

Ways to help
Doctors used to use plants to help people with burns and to stop **infections**. We still use some of these plants today. They also knew how to mend broken bones and sew **cuts**, but they didn't use to know everything. For example, they used to make medicine from animal eyes. They used to think that an animal's eye helped people who could not see!

We know about Ancient Egyptian doctors because they wrote down their ideas.

28 Lesson 4 Workbook page 89

Reading

1 Work in pairs. Match the parts of the body to their functions.

1 Point to the picture in the top, right-hand corner of the page and ask students if they know what these are in English (lungs). If they don't know, tell them they'll find out in the exercise.
2 Read the example with the class, then ask students to match the parts of the body and their functions individually, then compare answers in pairs.
3 Check answers with the class. As an extra check, ask students to point to where each part of the body is located in their bodies and drill the words.

Answers:

1b 2c 3a

2 Read the article. Which parts of the body did Ancient Egyptian doctors understand some things about?

1 Focus attention on the article and picture, and tell the class that they are going to read an article about Ancient Egyptian doctors.
2 Ask students to read the article quickly to identify which parts of the body from Exercise 1 they understood some things about. Set a time limit of two minutes, and tell students not to worry about new words at this stage because they will have a chance to read it again more carefully in the next exercise. Alternatively, you could do this as a race: who can find the answers first?
3 When students have finished, check answers with the class.

Answers:

They understood some things about the heart and the brain (but not everything).

3 Read the article again. Are these sentences true (T) or false (F)?

1 Ask students to read the article again and decide if the sentences are true or false. Help them with the meaning of the words in bold if necessary. When they have finished, put students in pairs to compare their answers.
2 Check answers as a whole class and elicit why the false sentences aren't true.
3 Ask students what they found most interesting in the article.

Answers:

1 T
2 F (they thought it pumped air to our lungs)
3 F (they did not know how important it was)
4 T
5 F (they thought medicine from an animal's eye could help)

Speaking

4 Ask and answer the questions in pairs.

1 Read the example with the class, and remind students of how to use *used to/didn't use to* from Lesson 3.
2 Put students in pairs to ask and answer the questions. Monitor and check students are using *used to/didn't use to* correctly.
3 When they have finished, check answers with the whole class.

Answers:

1 We know about Ancient Egyptian doctors because they wrote down their ideas.

2 They understood that the heart pumps blood around the body, but they also used to think the heart pumped air to our lungs.

3 They used to use plants to help people with burns and to stop infections, and they knew how to mend broken bones and sew cuts.

4 Students' own answers.

WB page 89

Lesson 4 3

Vocabulary

1 Complete the table with the words in the box. Can you add any words?

~~brain~~ eyes heart lungs mouth stomach

In your head	In your body
brain	

2 Complete the sentences with the correct word from the table.

Noun	Verb
cut	cut
pump	pump
plant	plant
infection	infect

1 This football has no air inside it. I need a pump to fill it.
2 Adam fell off his bike and has a big .... on his arm.
3 Lina's cousin is in hospital with an eye ....
4 You should .... those tomato plants in the garden.
5 Dirty water from a river can .... you if you drink it.
6 .... the meat into small pieces before you cook it.

Reading

3 Complete the text with these verbs. enjoy ~~go~~ leave start

Life in Ancient Egypt was different to today. Poor children didn't use to [1] go to school, but children from rich families used to [2] .... school when they were about seven. When they were at home, children used to [3] .... playing games. When older parents died, they used to [4] .... their houses to the sons. However, they used to leave things inside the house, such as jewellery and furniture, to the daughters.

4 Read the article again and answer the questions.

1 Did all children use to go to school? No, poor children didn't use to go to school.
2 When did children from rich families use to start school? ....
3 What did children use to do at home? ....
4 Who used to have the houses when older parents died? ....
5 What did the daughters use to get? ....

Writing

5 Write four sentences in your notebook about how your life used to be different when you were younger.

Lesson 4 89

Vocabulary

1 Complete the table with the words in the box. Can you add any words?

1 Point to the photo in the top, right-hand corner and ask *What's this?* (a brain). Focus attention on the box and the table and read the example with the class. Ask students to complete the table individually.

2 When they have finished, put students in pairs to compare their answers, then check answers as a whole class. Drill the words chorally and individually, especially *stomach*.

3 Encourage students to add any words. They could use a dictionary if necessary, for example: ears, nose, kidney, liver.

Answers:

In your head: brain, eyes, mouth

In your body: heart, lungs, stomach

2 Complete the sentences with the correct word from the table.

1 Focus attention on the table, and explain that it contains the noun and verb forms of some of the words from the article they read in Lesson 4 in the Student's book. Point out that some have the same verb and noun form but some have different forms.

2 Ask students to complete the sentences individually, then compare answers in pairs.

3 Check answers as a whole class, and drill the words chorally and individually.

Answers:

1 pump	2 cut	3 infection
4 plant	5 infect	6 Cut

Reading

3 Complete the text with these verbs.

1 Focus attention on the picture and tell students they are going to read about some other aspects of life in Ancient Egypt.

2 Read the example with the class, then ask students to read the text and complete it with the words in the box. Go round and offer help where necessary.

3 Put students in pairs to compare their answers, then check answers as a class.

Answers:

1 go 2 start 3 enjoy 4 leave

4 Read the article again and answer the questions.

1 Go through the questions with the class first and check understanding, then read the example with the class.

2 Ask students to read the article again and write the answers to the questions, using full sentences. Monitor and check students are forming their answers correctly.

3 Put students in pairs to compare their answers, then check answers as a whole class.

Answers:

1 No, poor children didn't use to go to school.
2 They used to start when they were seven.
3 They used to play games.
4 The sons used to have the houses.
5 They used to get things inside the house, such as jewellery and furniture.

Writing

5 Write four sentences in your notebook about how your life used to be different when you were younger.

1 Ask students to write the four sentences in their notebooks. Go round and help with ideas and vocabulary where necessary, writing any new words/phrases on the board.
2 When they have finished, put students in pairs to read their sentences to their partner and find out if they have anything in common.
3 You can take in their work to mark. Alternatively, you could set the task for homework.

Answers:

Students' own answers.

Skills

Writing: To write sentences about how your life was different when you were younger

Reading: To read for gist; to read for detail

Speaking: To ask and answer questions about a text

Vocabulary: brain, lungs, pump, infect, infection, cuts

LESSON 5 SB page 29 WB page 90

Outcomes:

- To identify gist and main ideas in a short listening text
- Take notes from short listening texts
- To ask questions to clear up any confusion about the topics and texts under discussion
- To gather information from provided sources to answer a question

SB page 29

Lesson 5 3

Listening

1 Listen to two people having a class discussion. Tick (✓) the correct topic.

Heroes help people. ☐ Heroes are never scared. ☐ Heroes should work hard. ☐

2 Listen to the conversation again. Complete the expressions with words from the box.

mean sure understand ~~What~~ words

Mona: What is a hero, Huda?
Huda: I think a hero is someone who is very brave.
Mona: [1]What do you mean?
Huda: I [2]........ a hero isn't scared of anything.
Mona: I think a hero is someone who is scared, but still tries his or her best.
Huda: I'm not [3]........ what you mean.
Mona: In other [4]........, they often do difficult or dangerous things.
Huda: It's also about putting other people first.
Mona: Sorry, I don't [5]........ .
Huda: I mean a hero helps other people.
Mona: Yes, I agree!

3 Ask and answer the questions below in pairs.

1 Which of the expressions inred in Exercise 2 do you use if you do not understand?
2 Which of the expressions do you use to explain what you mean?

Speaking

4 Work in pairs. Complete and then role-play the dialogue.

A: I think rubbish collectors can be heroes.
B: [1]........?
A: I mean, we need rubbish collectors.
B: Sorry, [2]........ .
A: [3]........, they do something very useful. They collect rubbish from our homes.The city would be terrible without them!
B: That's true. What about street cleaners?
A: I'm not sure [4]........ .
B: I mean, street cleaners are also important because they help to keep our cities clean.
A: Yes, that's true!

Workbook page 90 Lesson 5 29

Listening

1 Listen to two young people having a class discussion. Tick (✓) the correct topic.

1 Focus attention on the photos of the two girls and tell the class that they are going to listen to them having a discussion in class.
2 Read the three topic sentences with the class so they know what to listen for, then play the recording for students to listen and tick the correct option.
3 Check the answer with the whole class.

Audioscript

Mona: *What is a hero, Huda?*
Huda: *I think a hero is someone who is very brave.*
Mona: *What do you mean?*
Huda: *I mean a hero isn't scared of anything.*
Mona: *I think a hero is someone who is scared, but still tries his/her best.*

Huda: *I'm not sure what you mean.*
Mona: *In other words, they often do difficult or dangerous things.*
Huda: *It's also about putting other people first.*
Mona: *Sorry, I don't understand.*
Huda: *I mean a hero helps other people.*
Mona: *Yes, I agree!*

Answers:

Heroes help people. [✓]

2 Listen to the conversation again. Complete the expressions with words from the box.

1 Read the words in the box with the class, then focus attention on the conversation on the page. Play the recording for students to listen again and complete the conversation with the correct words in the box.
2 Put students in pairs to compare their answers. If necessary, play the recording again, then check answers with the whole class.
3 For extra practice, you could ask students to role-play the conversation in pairs.

Answers:

1 What 2 mean 3 sure
4 words 5 understand

3 Ask and answer the questions below in pairs.

1 Read the questions with the class and check understanding.
2 Put students in pairs to ask and answer the questions. Go round and offer help where necessary.
3 When they have finished, nominate students to tell you the answers to the questions and check them as a class.

Answers:

1 What do you mean? I'm not sure what you mean. Sorry, I don't understand.
2 I mean…, In other words…

Speaking

4 Work in pairs. Complete and then role-play the dialogue.

1 Point to the photo and elicit the man's job (a rubbish collector). Tell the class that they are going to practise a discussion about rubbish collectors.
2 First ask students to complete the conversation with expressions from Exercise 2. When they have finished, check the answers as a whole class.
3 Ask students to role-play the conversation. When they have finished, ask them to swap roles and practise it again.
4 For feedback, ask one or two pairs to perform their conversation for the class.

Answers:

1 What do you mean? 2 I don't understand.
3 I mean 4 what you mean

Video

1 Tell students they are going to watch a video about great jobs. Write these things on the board:
1 firefighters, doctors and nurses.
2 Professor Rashad Barshoum
3 1941
4 Cairo University
2 Tell students that these are things/people they are going to see and hear about on the video.
3 Play the video and ask students to make notes on each of the things/people on the board.
4 When they have finished, put students in pairs to compare their notes. Then play the video again for students to check and add more information.
5 Check answers with the whole class.
6 Ask students the questions at the end of the video: *Which great job would you like to do? Will you be a hero?* Students discuss the questions in pairs.
7 When they have finished, elicit answers from a few students and have a brief class discussion.

Videoscript

There are some great jobs that you can do. Many great jobs do something to help other people.
Many people think that being a firefighter is a great job because they save people's lives. Sometimes they have to do dangerous things to save people.
It is also a great job to be a doctor or nurse. They save the lives of people every day. Many people think they are heroes!
This is a famous doctor called Professor Rashad Barshoum.
He was born in Asyut in 1941.
Today, he is one of the most important kidney doctors in the world.

He also teaches people to become doctors at Cairo University. One day these people will save lives and be new heroes.
A lot of people think teachers are heroes.
They teach us to read, to write and to do many other things.
Which job would you like to do? Will you be a hero?

WB page 90

3 Lesson 5

Language

1 Read and correct the underlined words.

Soha: All art is important.
Sara: What [1] did you mean? do
Soha: We all need art.
Sara: I'm not sure [2] that you mean. ....
Soha: In other [3] word, art can teach us things. ....
Sara: Sorry, [4] I understand. ....
Soha: I [5] meant, when we see a painting or a statue, we can learn things about life. ....

2 Now complete this dialogue using the correct expressions from Exercise 1.

Karim: I think that all teachers are heroes.
Tarek: [1] What do you mean?
Karim: I [2] ...., without teachers, we would not learn anything.
Tarek: There's the internet.
Karim: Sorry, [3] ....
I'm not sure [4] ....
Tarek: [5] ...., we don't need teachers because we have the internet.
Karim: I don't agree. We will always need teachers.

Writing

3 Write a paragraph about rubbish collectors, who do a useful job for society.

90 Lesson 5

Language

1 Read and correct the underlined words.

1 Point to the photo in the top, right-hand corner and ask students where they think the people are (an art gallery). Revise *painting* and *statue*.
2 Read the example with the class, then ask students to correct the rest of the underlined words individually.
3 When they have finished, put students in pairs to check their answers. Then check answers as a whole class.

Answers:

1 do	2 what	3 words
4 I don't understand	5 mean	

2 Now complete this dialogue using the correct expressions from Exercise 1.

1 Focus attention on the photo and explain that the two students are discussing whether they think teachers are heroes.
2 Read the example with the class, then ask students to complete the dialogue with the correct expressions from Exercise 1.
3 Check answers as a whole class. You could then put students in pairs to practise the dialogue.

Answers:

1 What do you mean?	2 mean
3 I don't understand	4 what you mean
5 In other words	

Writing

3 Write a paragraph about rubbish collectors, who do a useful job for society.

1 Ask students to go online/research information about this job, such as what they do, the hours they work, if they need any special clothes or equipment and why the job is useful for society.
2 When they are ready, ask students to write their paragraphs. Monitor and offer help where necessary, and check and correct students' writing as they go along.
3 When they have finished, put students in pairs to read each other's paragraphs. Then, ask a few students to share with the class what they found out about the job.
4 You can take in their work to mark. Alternatively, you could set the task for homework.

Answers:

Students' own answers.

Skills

Writing: To write about a job which is useful for society

Listening: To listen for gist; to listen for detail

Video: To understand a video about great jobs

Speaking: To role-play a conversation

Language: To use phrases to check understanding and give an explanation

LESSON 6 SB page 30 WB page 91

Outcomes:

- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To write an opinion piece
- To state an opinion
- To supply reasons that support the opinion

SB page 30

3 Lesson 6

Reading

1 Read the article. Who is the writer's hero? Why?

My heroic mother

1 Today, my mother is an important nurse, Mrs Karima Mohamed, but I know that her life used to be difficult. She studied to be a nurse at the Faculty of Nursing in Ain Shams University and used to work as a nurse, too, sometimes at night, to learn all she could. She then got a job at a big hospital in Cairo. She continued to work hard but did not stop her studies, and soon she became one of the most important nurses in Cairo.

2 Now, she works in a big hospital in Cairo. In 2020, many people became ill and she worked every day for many weeks. It was difficult, but **heroic** work, because most of them got better. She is also a **nursing manager** and she helps to teach younger nurses.

3 I think she is a hero because she studied and worked very hard to get an important job and now she helps people every day. She always tells me that education is very important, and that if I work hard, I can do anything.

Mrs Karima Mohamed

Remember!

It is easy to confuse some words, for example *to/too*, *know/no*, *their/there*, *its/it's* and *than/then*. Do you know the difference between these words? Use your dictionary to check.

2 Read the article again and answer the questions.

1 What is the paragraph number?

a why the writer thinks she is a hero ......

b what the hero does now ......

c what the hero was like when she was younger ......

2 Which sentence in each paragraph tells us the main idea? ......

3 Do the other sentences in the paragraphs give information about the main idea, or something different? ......

Writing

3 Write three paragraphs about your hero.

Include the following information:

- Some information about his/her life
- Why you think he/she is a hero

Writing tip

Start a new paragraph for each main idea. The first sentence of a paragraph is the topic sentence that introduces the main idea.

30 Lesson 6 Workbook page 91

Reading

1 Read the article. Who is the writer's hero? Why?

1 Point to the photo in the top, right-hand corner of the page and explain that this is someone's hero. Help students with the meaning of the words *heroic* and *nursing manager*.
2 Set a time limit of two minutes for students to read the article quickly and answer the questions.
3 Check answers as a whole class.

Answers:

The writer's mother because she worked hard to get an important job and is now a famous nurse.

Remember!

1 Read the *Remember!* box with the class, then put students in pairs to discuss the differences in meaning between the two words.
2 When students have finished discussing the differences, encourage them to make sentences with each word in context, to show their understanding.

2 Read the article again and answer the questions.

1 Go through the questions with the class and check understanding.
2 Ask students to read the article again and answer the questions individually, then compare answers in pairs.
3 Check answers as a whole class.

Answers:

1 a 3 b 2 c 1

2 The first sentence tells us the main idea.

3 They give more information about the main idea.

Writing

3 Write three paragraphs about your hero.

1 Demonstrate the activity by telling the students about your hero, covering the information in the bullet points.
2 Read the instructions and bullet points with the class. Then read the *Writing tip* with the class, and answer any questions they have. You could refer back to the article in Exercise 1 and ask students to identify the topic sentence in each paragraph.
3 Ask students to write their paragraphs. As they are writing, go round and offer help with vocabulary where necessary, writing any new words/phrases on the board.
4 When they have finished, put students in pairs and ask them to swap paragraphs and read their partner's writing. They can then ask any questions they have to find out more information.

5 Ask a few students to share any interesting information they found out about their partner's hero with the class.

Answers:

Students' own answers.

WB page 91

Lesson 6 3

Language

1 Circle the correct words.

1 Are you taller then / (than) your brother?
2 I don't think I know / no the answer to this question.
3 We went to my cousin's house this morning, but nobody was there / their.
4 Warda is good at maths, and she's good at English, to / too.
5 I bought two / too books yesterday.
6 Athens is a great city and the Parthenon is its / it's most famous building.

Reading

2 Read the email and write the sentences a–c in the right places.

a I became ill, too.
b I am very proud of her!
c Her name is Mrs Karima Mohamed.

3 Read the email again and answer the questions.

1 Why did Mrs Karima use to study hard?
She wanted to be a nurse.
2 Why did she use to work when she was younger?
3 What happened in 2020?
4 What did Mrs Karima do for Adam?
5 Why do you think Mrs Karima is one of the most important nursing managers in Cairo?

New message

Hi!
My name's Adam and I want to write about a person I am very proud to know. [1] ☐
When she was younger, she used to study very hard because she wanted to be a nurse. She also used to work to help pay for her studies, but that is not the reason I am proud of her! In 2020, there was a health emergency and many people were in hospital. [2] ☐ I was in hospital for two weeks and Mrs Karima Mohamed helped me and other people in the hospital. She was always very kind. I now know that she is one of the most important nursing managers in Cairo, so I am very happy she helped me. [3] ☐

SEND

Writing

4 Write three paragraphs of about 90 words in your notebook about a person that you are proud of.

- Remember to start a new paragraph for each main idea.
- Include a topic sentence to introduce the main idea of the paragraph.

Lesson 6 91

Language

1 Circle the correct words.

1 Remind students of the similar words with different meanings from Lesson 6 in the Student's Book, then read the example with the class.
2 Ask students to circle the correct words individually, then compare answers in pairs.
3 Check answers as a whole class.
4 As a follow on, you could ask them to make sentences with the wrong option from 1–6, for example: *We went shopping, then we went to the beach.*

Answers:

1 than 2 know 3 there 4 too
5 two 6 its

Reading

2 Read the email and write the sentences a–c in the right places.

1 Tell students that they are going to read an email. Go through the sentences a–c with the class and check understanding, then ask students to write the letter for each sentence in the correct places in the email.
2 When they have finished, put students in pairs to compare their answers, then check answers with the class.

Answers:

1c 2a 3b

3 Read the email again and answer the questions.

1 Go through the questions with the class and check understanding.
2 Read the example with the class, then ask students to find and write the rest of the answers
3 When they have finished, ask students to compare answers in pairs. Check answers as a whole class.

Answers:

1 She wanted to be a nurse.
2 To help pay for her studies.
3 There was a health emergency.
4 She helped him when he was in hospital for two weeks.
5 Suggested: She used to study very hard when she was younger because she always wanted to be a nurse. She was always very kind

Writing

4 Write three paragraphs of about 90 words in your notebook about a person that you are proud of.

1 Read the instructions and bullet points with the class and check students know what to do. Give them a few minutes to choose who to write about and make notes. Go round and help with vocabulary, writing any new words/phrases on the board.
2 When they are ready, ask students to write their paragraphs. Monitor and offer help where necessary, and check and correct students' work while they write.
3 When they have finished, put students in pairs and ask them to swap texts and read

their partner's writing. They can then ask any questions they have to find out more information.

4 Take in their work to mark. Alternatively, you could set the task for homework.

Answers:

Students' own answers

Skills

Reading: To read for gist; to scan for specific information

Writing: To write an article about a hero/ someone you are proud of (Workbook)

Vocabulary: heroic, manager

LESSON 7 SB page 31 WB page 92

Outcomes:

- To review and use the vocabulary and structures of the unit

SB page 31

Lesson 7

3

Review

1 Use the clues and find the words in the word search.

1 an event when people try to get a prize
2 you can give money to this to help poor people
3 for younger people
4 these take air into the body
5 a girl or woman
6 for older people

C	H	A	R	I	T	Y	S	I	D	E
O	V	A	B	Y	P	N	W	X	Z	D
M	P	O	N	O	S	O	N	D	W	E
P	V	U	M	C	Z	I	D	D	E	O
E	B	B	K	U	V	I	A	E	O	W
T	M	J	U	N	I	O	R	E	R	Y
I	K	B	O	C	B	O	S	T	O	B
T	P	I	O	V	F	B	F	W	Q	E
I	O	F	E	M	A	L	E	U	R	E
O	P	B	M	I	L	U	N	G	S	P
N	X	U	I	N	E	W	E	L	P	E
P	H	Q	S	E	N	I	O	R	T	Y

2 Complete the sentences using the past simple of the verbs in brackets or the correct form of *used to*.

1 My uncle used to be (be) a firefighter, but now he is a police officer.
2 Last year, I .... (go) to Cairo and .... (visit) a fantastic museum.
3 Dina .... (not / give) money to a charity, but now she does.
4 .... Hossam Hassan .... (be) captain of the Egyptian Football team?
5 .... you .... (see) the film about the earthquake on TV last night?
6 Nour El Sherbini .... (win) the World Squash Championship in 2020.

3 Write four sentences about yourself using *used to / didn't use to*.

1 I used to play basketball, but I don't now.
2 ....
3 ....
4 ....

I used to play basketball, but I don't now.

I didn't use to get up early when I was young.

4 Work in pairs. Read your sentences from Exercise 3. Ask your partner for more information.

Project

Make a poster about modern heroes.

1 Work in small groups. Think of some adjectives to describe a modern hero.
2 Think of some examples of modern heroes. You could use your ideas from Lesson 6. Why do you think they are heroes?
3 Make a poster about your modern heroes. Give your ideas and some examples.
4 Show your poster to the class. Did you have similar ideas?

Workbook page 92 Lesson 7 31

Before using the book:

- Write *Great jobs* on the board and ask the students what they have learned in this unit. Brainstorm a list of language and vocabulary and write these on the board for weaker classes. You may want to remove these before students start the exercises.
- Tell the class that they are now going to complete the review section for this unit, to see what they can remember.

Review

1 Use the clues and find the words in the word search.

1 Read the example with the class, then ask students to find the rest of the words in the word search. With weaker classes, you could elicit the words from the clues first and write them on the board.

2 When they have found the words, put students in pairs to compare answers. Check answers as a whole class.

Answers:

1 competition	2 charity	3 junior
4 lungs	5 female	6 senior

C	H	A	R	I	T	Y	S	I	D	E
O	V	A	B	Y	P	N	W	X	Z	D
M	P	O	N	O	S	O	N	D	W	E
P	V	U	M	C	Z	I	D	D	E	O
E	B	B	K	U	V	I	A	E	O	W
T	M	J	U	N	I	O	R	E	R	Y
I	K	B	O	C	B	O	S	T	O	B
T	P	I	O	V	F	B	F	W	Q	E
I	O	F	E	M	A	L	E	U	R	E
O	P	B	M	I	L	U	N	G	S	P
N	X	U	I	N	E	W	E	L	P	E
P	H	Q	S	E	N	I	O	R	T	Y

2 Complete the sentences using the past simple of the verbs in brackets or the correct form of *used to*.

1 Point to the photo and ask *What's his job?* (he's a police officer). Then write on the board: *used to* and *past simple*. Remind students of the difference between completed actions and past habits. Then ask, *Which can we use for past habits?* (*used to*). *Which can we use for completed actions?* (*the past simple*).

2 Read the example with the class, then ask students to complete the rest of the sentences individually. Monitor and offer help where necessary, and check students are forming their answers correctly.

3 When they have finished, put students in pairs to compare their answers, then check answers as a whole class and write them on the board.

Answers:

1 used to be	2 went/visited
3 did not use to give	4 Did/use to be
5 Did/see	6 won

3 Write four sentences about yourself using *used to / didn't use to.*

1 Read the example with the class, then ask students to write their sentences.
2 Go round and offer help with ideas where necessary. Check students are forming their sentences correctly.
3 As an alternative, you could ask students to write three true sentences and one false sentence.

Answers:

Students' own answers.

4 Work in pairs. Read your sentences from Exercise 3. Ask your partner for more information.

1 Demonstrate the activity by reading out the examples with a stronger student. Then put students in pairs to share and ask about their sentences. Go round and encourage students to ask follow-up questions to find out more information.
2 If you did the alternative in Exercise 3, then follow the same approach in Exercise 4 but ask students to try and guess which sentence is false.
3 In feedback, ask a few students to share any interesting information they found out about their partner with the class.

Answers:

Students' own answers

Project

Make a poster about modern heroes.

1 If you have access to the internet in the classroom, students could print out some pictures of modern heroes for their posters.
2 Put students in small groups and ask them to think of adjectives to describe a modern hero.
3 Go round and help with vocabulary, writing any useful adjectives up on the board.
4 Ask each group to think of and write down some examples of modern heroes. Remind them of their ideas from Lesson 6 and write them up on the board. Make sure they also think of and discuss the reasons why they think they are heroes.
5 Ask students to make their poster in their groups. Go round and help with ideas and vocabulary, and check students are writing correct sentences.
6 When they have finished, ask each group to present their poster to the class. Encourage other students to ask any questions they can think of.
7 After each group has presented their poster to the class, ask students if they had any ideas in common.

WB page 92

3 Lesson 7

VOLUNTEER

Review

1 Read and match.

1 [c] charity — a a girl or woman
2 [ ] emergency — b someone who works for no money
3 [ ] female — c an organisation that helps people who need them
4 [ ] volunteer — d something serious or dangerous

2 Match to make sentences.

1 [c] When my mother was 25, she worked — a more than thirty years.
2 [ ] My grandfather stopped work — b 1995 to 2010.
3 [ ] My family first visited the island of — c in a bank.
4 [ ] Waleed was a farmer for — d Crete ten years ago.
5 [ ] Aunt Leila lived in England from — e in 2015.

3 Choose the correct answer.

1 Egypt's football team ... the Africa Cup of Nations in 2010.
a win (b won) c used to win d use to win
2 My grandfather ... football when he was young, but he can't walk now.
a play b used to play c use to play d plays
3 Did Ali ... to the shops yesterday?
a go b went c used to go d goes
4 There ... a hotel in our city ten years ago, but now there are three.
a weren't b didn't c didn't use to be d isn't
5 Where ... live, before you moved to Alexandria?
a are you b do you c did you use to d you used to

4 Answer the questions about you and your family.

1 When did your parents get married? ....
2 Where did your parents use to live when they were children? ....
3 What was your favourite toy when you were little? ....
4 What food do you like eating now, but didn't use to like when you were little?
....

92 Lesson 7

Review

1 Read and match.

1 Focus attention on the photo and ask students what kind of volunteer work they think the people are doing.
2 Read the example with the class, then ask students to match the words and definitions individually.

3 Put students in pairs to compare their answers, then check answers as a whole class. Drill the words chorally and individually.

Answers:

1c	2d	3a	4b

2 Match to make sentences.

1 Read the first example with the class to demonstrate the activity and show which sentence halves go together. Then ask students to match the rest of the sentence halves individually.
2 Put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1c	2e	3d
4a	5b	

3 Choose the correct answer.

1 Ask students to complete the exercise individually, then compare answers in pairs.
2 Check answers as a whole class.

Answers:

1b	2b	3a
4c	5c	

4 Answer the questions about you and your family.

1 You could demonstrate the activity by telling the class your own answers to the questions.
2 Ask students to write complete sentences to answer the questions. Monitor and offer help where necessary, and check students are forming their sentences correctly.
3 When they have finished, put students in pairs to share their answers.
4 In feedback, ask a few students to share something interesting they found out about their partner's family with the class.
5 Take in their work to mark. Alternatively, you could set the task for homework.

Answers:

Students' own answers.

SB pages 32-33 WB pages 93-94

LESSON 1 SB page 32

Outcomes:

- To take notes from short listening texts
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To follow agreed upon rules for discussion up to this age e.g. Listening to others and taking turns speaking about the topics and texts under discussion
- To explain orally verbal and non-verbal age-appropriate texts e.g. Tables, different charts, graphs and maps

Before using the book:

- Ask the students to recall as much of the vocabulary and language of Units 1–3 as they can.
- Tell the students that they are going to review the vocabulary and language that they have learned so far.

SB page 32

Review A Lesson 1

Listening

1 Complete the questions with the correct question word.

How What What time Where Who Why

1 Where did you live when you were a child?
2 .... did you live with?
3 .... did you usually get up?
4 .... did you get up so early?
5 .... did you go to school?
6 .... subjects did you like at school?

2 Listen to Dalia talking to her father. Check your answers to Exercise 1.

3 Listen again and complete the answers to the questions in Exercise 1.

1 He lived in a village near Luxor.
2 He lived with his parents, sisters and ....
3 On a school day, he got up at .... am.
4 Because he lived far away from his ....
5 He went on his ....
6 He liked .... the best.

Speaking

4 Work in pairs.

Look carefully at pictures A and B. Then ask and answer questions about your pictures to find eight differences between them.

Listening

1 Complete the questions with the correct question word.

1 Before students open their books, elicit the question words in English and write them on the board. Ask different students to volunteer a question for each of the words in the past simple.
2 Students then open their books and complete the exercise.
3 Invite different students to read out the completed questions but do not confirm them at this point.

2 Listen to Dalia talking to her father. Check your answers to Exercise 1.

1 Ask the students to listen and check their answers. You can play the recording more than once if necessary.
2 Confirm the answers with the class.

Audioscript

Dalia: *Hi Dad, I'm doing a school project about our family history. Can I ask you some questions?*
Dad: *Of course, what do you want to know?*
Dalia: *Where did you live when you were a child? Was it in Luxor?*
Dad: *No, I moved to Luxor when I was a teenager. When I was a child I used to live in a village outside the city.*
Dalia: *Oh, I see. Who did you live with?*
Dad: *I lived with my mum, dad, my sisters and also my grandparents. We used to live in my grandparents' house.*
Dalia: *What time did you usually get up?*
Dad: *Very early! On a school day, I got up at about 4.30 am!*
Dalia: *Really? Why did you get up so early?*
Dad: *Because my school was very far from where we lived. It took me an hour to get there.*
Dalia: *How did you travel to school?*
Dad: *I went on my bike. We didn't have a car then.*
Dalia: *What subjects did and didn't you like at school?*
Dad: *My favourite subject was maths, but I didn't like history.*

Answers:

1 Where	2 Who	3 What time
4 Why	5 How	6 What

3 Listen again and complete the answers to the questions in Exercise 1.

1 Elicit what the students remember from the recording.
2 Then ask them to read through the questions.
3 They then listen again and complete the questions.
4 Ask individual students to read out the completed questions for the rest of the class to check.

Answers:

1 village	2 grandparents	3 4.30
4 school	5 bike	6 maths

Speaking

4 Work in pairs.

1 Elicit words for bedroom furniture and prepositions of place. You could put these on the board.
2 Then divide the class into pairs, with one A student and one B student. Then ask them to read the relevant instruction and look at the relevant picture.
3 Ask them to look at the example in speech bubbles and then take turns to ask and answer until they find eight differences between the pictures. Ask them to think about the words and phrases they know for describing pictures/photos (e.g. in the foreground/background). Monitor as they are working and help if necessary.
4 Invite different pairs of students to ask and answer the questions about the pictures for the class to listen and check.

Answers:

The differences are:
The girl is reading/talking on phone.
The sun is shining/It is raining.
The chair is striped/The chair is red.
There is a chest of drawers/There is a wardrobe.
The bookshelf is large/small.
The plant is in the background/foreground.
The curtains are dark blue/light blue.
There is a lamp/mirror on the bedside table.

Skills

Listening: To listen for gist and specific information

Speaking: To ask and answer about pictures; to describe pictures

Language: Revision of language and structures from Units 1–3

LESSON 2 SB page 33 WB pages 93 - 94

Outcomes:

- To skim grade-appropriate text to get the general idea; recount the key details and explain how they support the main idea
- To read and respond to short explanatory texts
- To ask and answer questions in order to seek help, get information, or clarify something that is not understood
- To plan texts orally; sequence and write texts with other children; read and talk about their writing
- To write informative/explanatory texts in which they introduce a topic, use simple facts and definitions to develop points, and provide a short concluding statement or section
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions

SB page 33

Review A

Lesson 2

Reading

1 Read the interview with a scientist in Antarctica and choose the correct words.

Life in Antarctica

a I [1] used / use to work as a scientist at a university. Then I saw a job advertisement for scientists to work in Antarctica for a year and I [2] **am thinking / thought** it looked interesting.

b Some things [3] **is / are** the same as home! We usually [4] **get up / got up** at about 7 am. We have breakfast and [5] **did / do** some exercise. Then we start work at 9 am and [6] **finished / finish** at 5 pm. We eat dinner together and then watch TV, play some games or read.

c At the moment it [7] **is / is being** winter so it is dark all day and night! The weather is very cold and windy. Only 20 people [8] **worked / are working** here now. I miss my friends and family, but it is an amazing experience!

2 Read the text again and match the questions 1–3 to the answers a–c.

1 What is daily life like in Antarctica?
2 What is different about life in Antarctica?
3 Why did you come to work in Antarctica?

3 Work in pairs. Would you like to live in Antarctica? Why/Why not?

Speaking

4 Use the words to make questions. Then ask and answer the questions in pairs.

1 What / the weather like / now?
2 What / you / looking forward to?
3 How often / exercise?
4 What time / go to sleep?
5 What / do last night?
6 What / eat / for dinner yesterday?

Writing

5 Write a reply to this email from a penfriend in Canada.

New message

Hi!

How are you? I wanted your help with something. My homework is to write about life for children around the world. I have some questions about life in Egypt when you were a little child. What games did you use to play? What did your favourite toy use to be? What did you use to eat?

I hope you can answer the questions for me.

Write soon!

Max

Workbook pages 93-94 | Lesson 2 | 33

Reading

1 Read the interview with a scientist in Antarctica and choose the correct words.

1 Ask students to skim read the text and say what it is about. Then elicit what they know about Antarctica and the people who live there.

2 Students then read the text again more carefully and choose the correct option in each case.

3 You might like to pair stronger and weaker students for this exercise. Monitor as they are working and help if necessary.

4 Check their answers as a class and encourage pupils to say why they chose each option.

Answers:

1 used	2 thought	3 are
4 get up	5 do	6 finish
7 is	8 are working	

2 Read the text again and match the questions 1–3 to the answers a–c.

1 Ask the students what they remember from the text.

2 They then read the questions, and decide which part of the text answers them.

3 Check the answers with the class.

Answers:

a3 b1 c2

3 Work in pairs. Would you like to live in Antarctica? Why/Why not?

1 Students discuss the questions in pairs, referring back to the text if necessary for ideas.

2 Then hold a short class discussion about the positive and negative aspects of living in Antarctica. Encourage students to give reasons for their answers.

Answers:

Students' own answers.

Speaking

4 Use the words to make questions. Then ask and answer the questions in pairs.

1 Go through the instructions orally first.
2 Students then make the questions. Check their answers and elicit why they have chosen a particular tense.
3 Students read the example in the speech bubbles, and then ask and answer the questions in pairs. Monitor as they are working and help if necessary. Remind them to use appropriate tenses and explain that they can use their imaginations if they prefer.
4 Invite different pairs to ask and answer the questions.

Answers:

1 What is the weather like now?
2 What are you looking forward to?
3 How often do you exercise?
4 What time do you go to sleep?
5 What did you do last night?
6 What did you eat for dinner yesterday?

Writing

5 Write a reply to this email from a penfriend in Canada.

1 Ask the students what they know about Canada and whether any of them has been there.
2 Then ask them to read the email.
3 Explain that they are going to reply to the email by answering the questions. Elicit appropriate ways to start and finish an email. They then write notes to answer the questions.
4 Students then write their email reply in their notebooks. Monitor as they are working and help if necessary. Remind them to use appropriate tenses. Alternatively, they could write their emails for homework.
5 Encourage students to check their work carefully and then exchange their emails with a partner. Ask them to look at spelling, grammar and vocabulary and to make suggestions for improvements if necessary.
6 Ask for volunteers to read out their emails. Collect in their notebooks to check individual work.

Answers:

Students' own answers.

WB page 93

Review A

1 Listen and label the picture with the correct names (you do not need to label all the people in the picture).

Azza Hana Lamia Miss Badria Ola Randa

1 .... 2 .... 3 ....
4 .... 5 .... 6 Miss Badria

2 Complete the sentences with the correct form of the words in brackets.

1 Amir is carrying the eggs carefully because he doesn't want to drop them. (carry/careful)
2 This train is .... so that it does not arrive late. (go/fast)
3 Huda and Fareeda .... because they have an English test next week. (study/hard)
4 Nabila .... to her friend .... because they are working in a library. (talk/quiet)
5 Osama .... the tennis game .... because his brother is only four. (win/easy)
6 In this photo, I .... on the beach because it is very hot. (lie/lazy)

3 Match the news with the correct expressions.

1 [e] I got 20 out of 20 in the maths test!
2 [ ] I can't find my bag. I'm so worried.
3 [ ] My sister is ill.
4 [ ] I didn't pass my exam.
5 [ ] I think we are all heroes.
6 [ ] My father is taking me on trip to Dubai.

a I'm sorry to hear that. I hope she gets better soon.
b That's a pity, but I'm sure you'll pass next time.
c That's great news! You'll have a wonderful time.
d Don't worry. I'll help you look for it.
e Well done!
f I'm not sure what you mean.

Review A 93

1 Listen and label the picture with the correct names (you do not need to label all the people in the picture).

1 Ask students to read the instructions and check that they understand the task. Point to the numbers in the picture and the example.
2 Play the first part of the recording so they can check the example.
3 Students then listen to the rest of the recording and write the names. You can play the recording more than once if necessary.
4 Check the answers with the class.

Audioscript

My name's Hana. This is a picture of my class. We are walking through an attractive park on a school trip. There are three teachers with us. Our English teacher, Miss Badria, is on the left, near a large lake. I am in the foreground, with my best friends Lamia and Ola. I am in the middle and Lamia is on the right. My twin cousins Azza and Randa are in the background. Azza has striped school bag.

Answers:

1 Azza	2 Randa	3 Ola	4 Hana
5 Lamia	6 Miss Badria		

2 Complete the sentences with the correct form of the words in brackets.

1 Elicit the present continuous form and use (*is* + verb with *-ing*, to describe what's happening now). Then elicit different adverb forms, including irregular adverbs (e.g. hard, fast).
2 Students then complete the text in pairs. Monitor as they are working and help if necessary.
3 Check the answers by inviting different students to read out the completed sentences.
4 Point out the spelling change in the answer to 6: lie-lying.

Answers:

1 is carrying/carefully
2 is going fast
3 are studying hard
4 is talking/quietly
5 is winning/easily
6 am lying lazily

3 Match the news with the correct expressions.

1 Read the example, then ask students to complete the exercise in pairs.
2 Invite volunteers to read out the whole sentences.
3 If students need more help, refer them back to Unit 2, page 19.

Answers:

1e	2d	3a	4b
5f	6c		

WB page 94

Review A

4 Make sentences about Samir's week using the information and the words below.

always never often sometimes usually

1 Samir usually does homework in the evening.
2
3
4
5

5 Now complete the chart and write five sentences about your routine in your notebook.

6 Complete the table with these words.

attractive block of flats call-centre worker farm large computer engineer prison proud street-food seller

jobs	places	adjectives
call-centre worker		

7 Write a paragraph of about 90 words on what your city or village used to be like in the past and how it looks like now.

- Write a short introduction.
- What did the village/city use to be like?
- How is it different today?
- End by saying if you prefer it today or in the past.
- Use some of the words from Exercise 6.

94 Review A

4 Make sentences about Samir's week using the information and the words below.

1 Elicit the adverbs of frequency and then draw students' attention to the box to check. Ask which tense is usually used with the adverbs (present simple to describe routines).
2 Students then look at the bar chart and example. Elicit what they have to do.
3 Students then work in pairs to write the sentences. You might like to pair stronger and weaker students for this exercise. Monitor as they are working and help if necessary.
4 Check answers by inviting different students to read out the sentences.

Answers:

1 Samir usually does homework in the evening.
2 He never gets up late.
3 He often plays football with his friends.
4 He always reads a book in bed.
5 He sometimes watches TV.

5 Now complete the chart and write five sentences about your routine in your notebook.

1 Ask the students to read the instruction and elicit what they have to do.
2 Students think about their weekly routine and colour in the bar chart, as in Exercise 1.
3 Students then write five sentences about their routines. Encourage them to help each other as they work. Monitor and help if necessary. Alternatively, students could complete this exercise for homework.
4 Invite different students to show the class their bar charts and read out their sentences about their routine. Ask students to listen and decide which students have similar routines.
5 Collect in their work to mark individually.

Answers:

Students' own answers.

6 Complete the table with these words.

1 Write the headings on the board from the table and elicit some ideas.
2 Students then look at the words in the box. Point to each one and ask the students to say the words aloud. Concentrate on pronunciation and word stress.
3 Students complete the table in pairs. While they are working, delete the words on the board, leaving the headings.
4 Check the answers by asking different students to come to the board and write a word under a heading.

Answers:

jobs	places	adjectives
call-centre worker computer engineer street-food seller	block of flats farm prison	attractive large proud

7 Write a paragraph of about 90 words on what your city or village used to be like in the past and how it looks like now.

1 Ask students *What was your city/village like in the past?* If they find it difficult to answer the question and you have the resources and time, ask them to look up some information online. If not, encourage them to think about any changes that have happened in their lifetime.
2 Ask which verb form we use to talk about something that was true in the past but is different now (*used to*).
3 Go through the instructions step by step with the students. They then make notes and plan their work.
4 Students write their text in their notebooks. Encourage stronger students to write as much as they can. Weaker students should aim for one sentence per point. Monitor as they are working and help if necessary. Remind them to use some of the words from Exercise 6. Alternatively, they would complete the exercise for homework.
5 When they have finished, ask them to check their work carefully. Then ask for volunteers to read out their work. Then collect in their notebooks to mark individually.

Answers:

Students' own answers.

Skills

Reading:

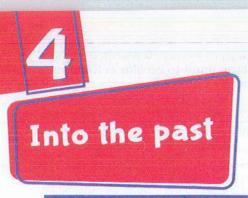
- To read for gist and specific information

Writing:

- To write a reply to an email
- To write sentences based on a bar chart (Workbook)
- To write a text about your city or village in the past (Workbook)

Listening: To listen for specific information (Workbook)

Speaking: To ask and answer questions using different tenses

Language: Revision of language and structures from Units 1–3

SB pages 34-43 WB pages 95-101

OBJECTIVES

Reading

Reviews of historic places in Egypt; a student's account of Jerash; information about a museum; a text about a trip to a museum; a text about ancient objects

Writing

A paragraph describing a historic place; a report about a historic site

Listening

A talk about a school trip; a talk about a historic place; an account of a trip to a museum; a class debate

Speaking

Describing a historic place; a telephone call asking for information; a debate about the effects of tourism

Language

Past continuous

Life Skills

Self-management: Critical thinking

Values

Co existence values; Responsible behaviour

Issues

Environmental and developmental issues

LESSON 1 SB pages 34-35 WB page 95

Outcomes:

- To identify gist and main idea(s) in short listening texts
- To take notes from short listening texts
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion.

Before using the book:

- Tell students that in this unit, they are going to look at some famous buildings and objects from the past.
- Ask students to think about what the oldest buildings in their town or area are and write up the names of the buildings and possibly draw them on the board. Elicit the names of these buildings, e.g. *a mosque/church* or *a museum*.
- Ask students to think about the oldest objects they know of in their town, e.g. *a statue*, or, if that is challenging, the oldest objects in their homes. Brainstorm the words for these objects and put them on the board as well.

SB page 34

Discuss

Which of these places do you know? Which places would you like to visit?

1 Direct students to the instructions and the photos.

2 Put students into pairs to discuss the questions. Students are likely to already be familiar with the Egyptian places, but not familiar with the other places.

3 Encourage stronger students to give reasons why they would like to visit the places they have chosen, for example *It looks really interesting* or *It looks very old.*

Answers:

Students' own answers.

Find

Look through the unit. Where are the Stone Circles?

1 Ask students to scan the unit to find the information.

2 Students can help each other to find the correct answer in pairs (the answer is in Lesson 6, page 42).

Answers:

They are in Senegal and Gambia.

Research

Find out some facts about the history of Elephantine Island in Aswan.

1 Students find out some facts about the history of Elephantine Island in Aswan, using school resources or the internet.

2 Ask students to tell each other what they found out about the place. Invite stronger students to tell the rest of the class what they found about the place. Alternatively, you could set the task for homework.

Answers:

Students' own answers.

SB page 35

Lesson 1 4

Vocabulary

1 Work in pairs. What do you think these words mean? Find them in the photos on page 34.

arch castle mosque museum pyramid ruins stadium statue temple theatre

Listening

2 Listen to the teacher. What is she telling the class about?

a a holiday b a school trip c a school project

3 Listen again and complete the table.

Students must	Students mustn't
arrive at school on time	

Language

4 Complete the rules with *must* or *mustn't*.

1 You mustn't eat or drink. You ______ be quiet.

2 You ______ listen to the teacher. You ______ be noisy in class.

3 You ______ touch the stones. You ______ put your rubbish in the bin.

4 You ______ have a shower before you swim. You ______ run near the pool.

Speaking

5 Work in pairs. Think of another place. Say the rules.

Workbook page 95 Lesson 1 35

Vocabulary

1 Work in pairs. What do you think these words mean? Find them in the photos on page 34.

1 Put students into pairs and direct them to the words in the box.

2 Tell students that they can find most of these things in the photos on page 34 of the Student's Book, but not all of them.

3 Ask students to check the meaning of *arch*, *ruins* and any other words they aren't familiar with in the *Glossary*.

4 Invite different students to say each of the things in the photos in class. Model and drill the pronunciation of the vocabulary, especially the items with silent letters (*castle*, *mosque*) and the /th/ sound in *theatre*.

Answers:

Things in photos: arch, castle, pyramid, ruins, temple, statue

Not in photos: museum, stadium, mosque, theatre

Listening

2 Listen to the teacher. What is she telling the class about?

1 Tell students that they will hear a teacher giving students information about something. Ask them to try to understand what this information is when they listen.

2 Play the recording for students to complete the exercise. Ask students to compare answers with a partner.

 Audioscript

Teacher: *I'm sure you're all excited about visiting the pyramids next Sunday. It's important that we plan our trip properly, so I need to talk to you about rules.*
On Sunday morning, you must arrive at school on time so that we can leave straight away. It's a long drive to Giza from the school. We are going to be away from school for the whole day, so you must bring a packed lunch. It's going to be very hot, so you must also bring a hat and a bottle of water.
Of course, the pyramids are very important to the history and culture of our country. We must help to protect them. You mustn't climb the pyramids or sit on them. You mustn't drop litter. We must bring all of our rubbish home with us.
So, are there any questions about the trip?

Answers:

b

3 Listen again and complete the table.

1 Before they listen again, direct students to the table and ask them to guess the correct answers based on what they can remember from their first listening.

2 Play the recording again and ask students to listen out for the words *must* and *mustn't* and make notes in the table. Remind students that the two words sound very similar, so they will have to listen carefully to tell the difference between them. Play the recording twice if necessary.

3 Students can compare their answers in pairs. Then go round the class checking answers by asking students to say complete sentences with either *Students must ...* or *Students mustn't ...* . Model and drill the pronunciation of *must* and *mustn't* with students if necessary.

Answers:

Students must	Students mustn't
arrive at school on time	climb the pyramids
bring a packed lunch	sit on the pyramids
bring a hat and a bottle of water	drop litter
help to protect the pyramids	
bring all our rubbish home	

Language

4 Complete the rules with *must* or *mustn't*.

1 Check students understand the word *touch* by acting out touching something.

2 Direct students to the photographs and elicit the places they can see in each one: a library, school, the pyramids, a swimming pool. Tell students to use what they know about these places to complete the rules.

3 Ask students to compare answers in pairs and then go round the class, inviting stronger students to read the completed rules.

Answers:

1 You **mustn't** eat or drink. You **must** be quiet.

2 You **must** listen to the teacher. You **mustn't** be noisy in class.

3 You **mustn't** touch the stones. You **must** put your rubbish in the bin.

4 You **must** have a shower before you swim. You **mustn't** run near the pool.

Speaking

5 Work in pairs. Think of another place. Say the rules.

1 Put students into pairs and direct them to the speech bubble.

2 Brainstorm possible places that students could choose, for example a museum, the park, a mosque or church, etc.

3 Give students one or two minutes to think of rules for that place with *must* and *mustn't* and then say them.

4 Monitor students as they are saying their sentences and give them feedback on whether they are using and saying *must* and *mustn't* correctly.

5 Tell students to try to make a note of the rules that they have said because they will need these rules in Exercise 4 on page 95 of the Workbook.

Answers:

Students' own answers.

WB page 95

Lesson 1

Unit 4

Into the past

Vocabulary

1 Choose the correct words.

1 We walked under a big arch / castle before we entered the museum.
2 There is an important football game on at the statue / stadium tonight.
3 This building became ruins / a mosque after an earthquake.

2 Answer the questions using words from Exercise 1.

1 At which of the places can you watch a sports match? stadium
2 Which of the places can be an entrance to another place? ....
3 At which of the places do Muslims pray? ....
4 Which of the places usually has very strong walls? ....
5 Which of these might you see in a museum? ....
6 Which of these is not a complete building? ....

Language

3 Complete the text with *must* or *mustn't*.

It is a long walk to the temple so you [1] must all listen carefully. It is hot today, so you [2] .... all wear a hat. You [3] .... take some water, too. Cars [4] .... drive on this road so we can walk on it safely. However, you [5] .... stay on the road and you [6] .... walk. You [7] .... run there. When we arrive at the temple, you [8] .... touch any of the buildings because it is very old. We can eat our picnic lunches after we visit the temple, but you [9] .... eat in the temple. Finally, you [10] .... forget to write about what you see!

Writing

4 Write the rules for the place you discussed in the Student's Book page 35, Exercise 5.

You mustn't run in a museum.

Lesson 1 95

Vocabulary

1 Choose the correct words.

1 Direct students to the photo on the right of the page and elicit that it shows an arch.

2 Students then read the sentences and choose the correct words. If they're not sure, they can refer to the words in the box in Exercise 1 on page 35 of the Student's Book to help them.

3 Allow students to compare their answers in pairs before checking around the class.

Answers:

1 arch	2 stadium	3 ruins

2 Answer the questions using words from Exercise 1.

1 Draw students' attention to the instructions and elicit the task from a more confident student. They need to answer using all the words from Exercise 1, even the ones they did not circle.

2 Ask students to complete the task individually.

3 Elicit the correct words around the class and check students can pronounce them correctly.

Answers:

1 stadium	2 arch	3 mosque
4 castle	5 statue	6 ruins

Language

3 Complete the text with *must* or *mustn't*.

1 Tell students that they are going to complete the rules for visiting an ancient temple. Before students complete the exercise, you could ask them to say what they think the rules for visiting an ancient place are. Remind them to use *must* or *mustn't*.

2 Ask students to read the text all the way through first to get a general understanding of it. They can then read it again and choose the correct word for each gap.

3 Check their answers as a class.

Answers:

1 must	2 must	3 must	4 mustn't
5 must	6 must	7 mustn't	8 mustn't
9 mustn't	10 mustn't		

Writing

4 Write the rules for the place you discussed in the Student's Book page 35, Exercise 5.

1 Students use their notes to write a set of rules.

2 Weaker students can work with a partner to write the rules. Stronger students can write the rules individually and then swap their texts with a partner who can check them.

Answers:

Students' own answers.

Skills

Reading: To complete a text about rules

Writing: To write rules (Workbook)

Listening:

- To listen to a short familiar text for gist
- To listen to a short familiar text and make notes on specific information

Speaking: To say rules

Vocabulary: arch, ruins, touch

Language: To use *must* and *mustn't* (revision)

LESSON 2 SB pages 36-37 WB page 96

Outcomes:

- To use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To write informative/explanatory texts: introduce a topic use simple facts and definitions to develop points, and provide a short concluding statement or section
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion

SB page 36

4 Lesson 2

Reading

1 Read the reviews and answer the questions.

An amazing day out! ★★★★★
I visited Abydos last week with my cousins. There's so much to see: temples, amazing art and ruins in the desert. I'm not usually very interested in history, but this place is awesome! It is really amazing!
Maged, *Cairo*

Get a guide ★★★★
The ruins at the Karnak Temple were amazing and we really enjoyed our visit! It's a big place, so you need a few hours to walk around it. It's also a good idea to get a guide to tell you all about the history.
Leila, *Assiut*

Go back to Roman times! ★★★★★
I visited the Roman theatre in Alexandria with my cousins last week. It is easy to imagine what life in Roman times was like here. There are also statues and the ruins of a temple in the museum there. It was great fun.
Samir, *Giza*

Which person ...

1 visited a museum? Samir
2 thinks you need a few hours to see everything? ......
3 does not usually like learning about old places? ......
4 says you should ask someone to explain things about the place? ......
5 thinks the ruins here are really good? ......
6 visited Abydos with his family? ......

36 Lesson 2

Reading

1 Read the reviews and answer the questions.

1. Tell students that they are going to read the online reviews of three historic places. Direct students to the photograph and elicit that it shows a temple in Egypt (Abydos).
2. Direct students to the instruction and elicit that they can find the name of the person who wrote each review at the end of it.
3. Tell students to read the questions 1–6 first before they read the reviews. Encourage them to work out the meaning of *awesome* from the context.
4. Ask students to compare answers in pairs and then check answers as a class.
5. You could extend the activity by putting students into pairs and asking them to discuss which of the three places they would like to visit most and why.

Answers:

1 Samir	2 Leila	3 Maged
4 Leila	5 Leila	6 Maged

SB page 37

Lesson 2 4

2 Look at the photos. What do you think people did in Jerash 2,000 years ago?

A B C D

3 Read about Jerash and match the photos A-D to the paragraphs 1-4.

The City of Jerash By Azza

Jerash is a Roman city in Jordan. It is more than 2,000 years old!

1 [B] When you go there, the first thing you see is the entrance to the city. The arch is very tall. You must buy a ticket before you go in.

2 [ ] The Romans enjoyed watching sport. This stadium is for Roman horse races. You can watch races there today.

3 [ ] Jerash has three Roman theatres. The biggest theatre is the South Theatre. Five thousand people can sit here.

4 [ ] This temple is on a hill. There is an amazing view of the city from here.

I think it is important to learn about **historic** places around the world. We must protect them so that people can visit in the future, too.

4 Read the text again and answer the questions.

1 What do you think *historic* means?
Historic means important in history.
2 How old is the city of Jerash? ......
3 What did people watch at the stadium? ......
4 How many people can sit in the theatre? ......
5 What can you see from the temple? ......
6 Why does Azza think it is important to protect historic places? ......

Values
1 What can we learn from historic places?
2 Why is it important to learn about the history of other countries?
3 How should you behave when you visit historic places in other countries?

Speaking

5 Work in pairs. Tell your partner about a historic place you visited. You can use some of these adjectives.

amazing ancient awesome historic interesting

Writing

6 Write a short description of the place you talked about in Exercise 5.

Video Workbook page 96 Lesson 2 37

2 Look at the photos. What do you think people did in Jerash 2,000 years ago?

1 Tell students that they are going to read about another historic place called Jerash. Ask students if they know Jerash and, if they do, what they know about it. You could show them where it is on a map if available.
2 Ask students to look at the photos and identify the things they can see in them.
3 Put students into pairs to say what they think people did here in the past. Remind them to use the past simple.
4 Go round the class and invite different students to share their ideas.

Suggested answers:

People went to the theatre; went to the temple; watched sport

3 Read about Jerash and match the photos A–D to the paragraphs 1–4.

1 Tell students to read each of the paragraphs and find the key words that will help them to choose the correct photo, for example *entrance*, *city* and *arch* in paragraph 1.
2 Students complete the task individually and then compare their answers in pairs.
3 Check answers in class and elicit the words in each paragraph which helped students to match it to the correct photo.

Answers:

1B 2D 3A 4C

4 Read the text again and answer the questions.

1 Tell students that they are now going to read the text to find specific information.
2 Encourage them to work out the meaning of *historic* from the context.
3 Ask students to compare their answers in pairs. Then go round the class, inviting different students to say an answer.

Answers:

1 Historic means important in history.
2 It is more than 2,000 years old.
3 They watched Roman horse races.
4 five thousand
5 You can see an amazing view of the city.
6 We can learn a lot about life in Roman times.

Values

1 These questions focus students' attention on co existence values and highlight the importance of learning about history by visiting historic places, and also of protecting these historic places so that future generations can also learn from them. Another aim of the questions is to raise awareness of the need to show respect for historic places in other cultures, for example religious places where specific rules need to be followed.
2 Direct students to the questions and give them one or two minutes to think about their answers. Encourage them to think of examples from their own experiences of visiting historic places, and also what they have learned so far in this unit and elsewhere about historic places and how we should behave in them.

3 Monitor students' discussions and invite individual students to share any good or interesting answers in class.

Suggested answers:

1 We can learn about life in the past.

2 We can understand the countries better.

3 You should behave well and show respect to these places.

Speaking

5 Work in pairs. Tell your partner about a historic place you visited. You can use some of these adjectives.

1 Direct students to the adjectives in the box. Check their meaning in class or direct students to the *Glossary* to check the meaning of *awesome* and *historic*.

2 Model and drill the pronunciation of the adjectives in class, focusing on the pronunciation of *ancient* and *awesome* as students are likely to find them more challenging to say.

3 Tell students to use at least one of the adjectives in the box while they are talking.

4 Go around and monitor while students are talking. Make a note of good examples of descriptions and then share them in class when everyone has finished talking.

Answers:

Students' own answers.

Writing

6 Write a short description of the place you talked about in Exercise 5.

1 Students work in the same pairs they were in for Exercise 5.

2 Remind students to use the vocabulary for types of historic places they learned in Lesson 1 and the adjectives for describing historic places they learned in Exercise 5 in their descriptions. Suggest that they select and make a note of this vocabulary in their notebooks while they are planning their texts.

3 Go around and monitor while students are writing, offering feedback and corrections where necessary.

4 Ask each pair to swap their descriptions with another pair so they can read and give each other feedback on them. Then ask more confident students to read their descriptions out loud in class.

Answers:

Students' own answers.

Video

1 Tell students that they are going to watch a video about the ancient site of Karnak. Ask them if they know Karnak and, if so, find out what they know about it. You could write up any facts or ideas that students say on the board. Ask students to guess the answers to questions about Karnak, for example: *What can you see there? How old is it? What did people do at Karnak in the past? What do people do at Karnak today?*

2 Play the video so students can check their answers.

3 Put students into pairs and ask them to say why it is important to protect a place like Karnak and how we can do that.

Videoscript

Narrator: *These people are visiting the ancient site of Karnak, near Luxor. People were also visiting Karnak thousands of years ago.*
There are lots of different ruins at Karnak. It is one of the most important historic places in the world.
You can see many awesome things, such as ancient statues and temples.
This is an obelisk. This obelisk is nearly thirty metres tall and it has hieroglyphics on it.
There is even a lake at Karnak called the Sacred Lake. Important people came here to wash themselves.
This is the amazing Temple of Amun. It was one of the first buildings to be built at Karnak around four thousand years ago. It has huge columns.
In the past, people came to Karnak from all over Egypt. More than two thousand people could be in the Temple of Amun at the same time.
Today, people visit Karnak from all over the world. They must walk past lots of statues of sphinx when they enter the Temple of Amun.
Visitors mustn't enter some parts of Karnak. This is because they are very old and protected. These are the ruins of the Temple of Montu. It is more than three thousand years old.
We know a lot about the history of the world because of historic places like Karnak.

WB page 96

4 Lesson 2

Vocabulary

1 Complete the crossword.

Across →
4 important in history
5 amazing

Down ↓
1 a person who can show you round a place
2 very old
3 what you can see from the top of something

2 Write these numbers as words.

1 2,000 two thousand
2 5,000 ……
3 300 ……
4 4,590 ……
5 18,672 ……

3 Complete the review with words or numbers from Exercises 1 and 2.

My trip to Petra
I love [1]historic places like Petra in Jordan. It dates to around 300 BCE, so it is more than [2] …… years old! You must buy a ticket to visit, but when you are inside, you can walk for a long way through the old city and the [3] …… from some of the higher places are [4] ……, but you must be careful! Our [5] …… explained how old the temples are: they are really [6] ……. I really enjoyed our day there and recommend a visit!

Writing

4 Find out about another historic place and write a paragraph describing it in your notebook. Answer these questions.

- How old is it?
- Must you buy a ticket or use a guide?
- What can you see and do there?
- What must or mustn't you do there?
- Do you recommend it? Why/Why not?

96 Lesson 2

Vocabulary

1 Complete the crossword.

1 Students complete the task individually. Refer them to the *Glossary* if they need to check the meaning of any of the words.

2 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

Across

4 historic 5 awesome

Down

1 guide 2 ancient 3 view

2 Write these numbers as words.

1 Quickly review how to write numbers in the hundreds and thousands in class, for example by asking students to say a number and then eliciting how to write that number on the board.

2 Students complete the task individually.

3 Students check their answers in pairs. Confirm answers in class. Make sure that they can say the long numbers correctly.

Answers:

1 two thousand
2 five thousand
3 three hundred
4 four thousand, five hundred and ninety
5 eighteen thousand, six hundred and seventy-two

3 Complete the review with words or numbers from Exercises 1 and 2.

1 Direct students to the example answer and elicit or explain that they can only use words or a number from Exercises 1 and 2 to fill the gaps.

2 Students then complete the text in class or for homework.

3 Ask confident students to each read a sentence of the text in class.

Answers:

1 historic	2 2,000	3 views
4 awesome	5 guide	6 ancient

Writing

4 Find out about another historic place and write a paragraph describing it in your notebook. Answer these questions.

1 Direct students to the instruction and the points they need to include in their writing. Check they understand the meaning of *recommend* in the question *Do you recommend it?*

2 They can use the review in Exercise 3 above as a model if they wish.

3 Students write their texts in class or for homework. Students can then swap their texts for their partner to check.

Answers:

Students' own answers.

Skills

Reading: To read and understand reviews of historic places

Writing: To write a description of a historic place

Video: To understand a video about an ancient place in Egypt

Speaking: To describe a visit to a historic place

Vocabulary: awesome, historic

Values: Co-existence values; respect for the other; responsible behaviour

LESSON 3 SB pages 38-39 WB page 97

Outcomes:

- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
- To notice format, appearance and typographic features in order to identify the type of text
- To identify gist and main idea(s) in short listening texts
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To react to a listening text, giving opinion
- To use an increasing range of simple everyday polite forms of greeting and address.
- To follow agreed upon rules for discussion up to this age.

SB page 38

4 Lesson 3

Speaking

1 Look at the information below. Where is it from?

a a web page b a magazine c a book

Museum of Egypt

Plan your visit | What's on | Objects | For schools

1 tool, 2 vase, 3 pot, 4 bowl, 5 papyrus, 6 mask, 7 figure, 8 ring, 9 necklace, 10 coin

Open every day!

Opening times Monday to Thursday 9 am – 5 pm
Friday 10 pm – 3 pm

Ticket prices Adult LE160 Child LE80

Buy tickets online or at the museum.

2 Work in pairs and have a role-play. Take turns to be A and B.

Student A: You want to visit the museum on Friday afternoon with your parents. Phone the museum to find out:

- what time you can go
- where you can buy tickets
- how much it will cost
- some of the things you can see there

Student B: You work in the museum. Answer the phone and use the information on the web page to answer

Remember!

Asking for information on the telephone

How can I help you?
Hello, can you tell me ...?
Certainly./Of course. It's ...
I'd like to know what time ...
Can I buy ...?
Thank you for your help.

38 Lesson 3

Speaking

1 Look at the information below. Where is it from?

1 Tell students that they are going to look at some information about a museum.

2 Direct students to the information and ask them to focus on what the information looks like instead of trying to read all of the words in it.

3 Ask students to compare their answers in pairs. Stronger students can explain how they know the information is from a web page: for example, the grey bar at the top and the four different tabs for different types of information about the museum.

4 Go over the items shown in the photos and check students understand each word.

Answers:

a

2 Work in pairs and have a role-play. Take turns to be A and B.

1 Put students into pairs and assign roles: Student A or Student B. Go over the expressions in the *Remember!* box. Refer the Student As to the last three questions or sentences in the *Remember!* box and ask them to think about how they can use these during the conversation. Refer the Student Bs to the first three questions or phrases in the *Remember!* box and ask them to think about how they can use these during the conversation.

2 Give students two or three minutes to prepare for the role-play individually. Student A needs to prepare questions to find out information. Student B needs to listen to Student A and then scans the museum web page to find the information.

3 Go round and monitor as they are working but do not interrupt unless necessary. Make a note of any common errors and go over these at the end of the task.

Answers:

Students' own answers.

SB page 39

Lesson 3 | 4

Listening

3 Listen to Ahmed's talk about a museum visit. What did he leave at the museum?

Language

4 Listen again and complete the sentences.

1 While we were waiting to go into the museum, I saw my friend Amir.
2 As my parents .... the tickets, Amir and I decided what we wanted to see first.
3 When we were looking around the museum, Amir and I .... some tall doors with amazing designs on them.
4 I .... my bag on the floor while I was taking a photo.
5 As we .... home, Amir phoned me.

I was / We were doing ...

Use ***I was / We were doing*** something to talk about actions that happened over a period of time in the past.

He	**was reading**	all morning.
They	**were travelling**	for a long time.

- Use ***As / While*** before the longer actions.
  As we ***were walking*** into the museum, we ***saw*** some huge statues.
- Use ***When*** before shorter actions.
  We ***were looking*** around the museum ***when*** Amir ***found*** some tall doors.

Speaking

5 Work in pairs. Take turns to complete the sentences.

1 As I was reading my book, ...
2 As the teacher was talking, ...
3 I was watching a TV programme when ...
4 When I started to play, ...
5 The doorbell rang just as ...
6 When I returned home yesterday, ...
7 As I was doing my homework, ...

Workbook page 97 | Lesson 3 | 39

Listening

3 Listen to Ahmed's talk about a museum visit. What did he leave at the museum?

1 Ask students to make predictions about what things students might leave behind during a school trip.

2 Play the recording and ask students to listen for the answer to the question.

3 Allow students to check their answers in pairs and then check answers around the class.

Audioscript

Boy: *Last Tuesday, I went to the Museum of Islamic Art with my family. While we were waiting to go into the museum, I saw my friend Amir with his mum and dad! While my parents were buying the tickets, Amir and I decided what we wanted to see first.*
While we were looking around the museum, Amir and I found some tall doors with amazing designs on them. They were very interesting, so I wanted a photo. I put my bag on the floor while I was taking the photo.
We stayed in the museum for two hours before we went home. While we were travelling home, Amir phoned me. He had my bag – I left it in the museum! We got home an hour later. Amir arrived while I was taking off my shoes! He gave me my bag.

Answers:

He left his bag.

Language

4 Listen again and complete the sentences.

1 Tell students that all the missing words are verbs.

2 Ask them to read the sentences and try to guess what the missing words could be based on what they can remember from their first listening.

3 Play the recording. Then ask students to compare their answers in pairs.

4 Review the *I was / We were doing ...* box in class. Elicit that *was doing* is used after *I*, *he*, *she* and *it* and *were doing* is used after *you*, *we* and *they*. Also elicit that the words *as*, *when* and *while* are used at the start of sentences with *was* or *were doing*.

Audioscript

Boy: *Last Tuesday, I went to the Museum of Islamic Art with my family. While we were waiting to go into the museum, I saw my friend Amir with his mum and dad! While my parents were buying the tickets, Amir and I decided what we wanted to see first.*
While we were looking around the museum, Amir and I found some tall doors with amazing designs on them. They were very interesting, so I wanted a photo. I put my bag on the floor while I was taking the photo.
We stayed in the museum for two hours before we went home. While we were travelling home, Amir phoned me. He had my bag – I left it in the museum! We got home an hour later. Amir arrived while I was taking off my shoes! He gave me my bag.

Answers:

1 saw	2 were buying	3 found
4 put	5 were travelling	

Speaking

5 Work in pairs. Take turns to complete the sentences.

1 Put students into pairs to complete the exercise.
2 With weaker students, go through each of the sentences and elicit whether they need to use *was/were doing* or the past simple in the second half of the sentence. Direct students to the example sentence in the speech bubble and the sentences in the *I was / We were doing ...* box if they aren't sure.
3 Stronger students should be able to complete the sentences without needing to make notes first and could then go on to make more sentences about their own experiences. Encourage weaker students to think about and make notes on possible endings before they start speaking.
4 Monitor students' conversations, offering feedback and corrections where necessary. Make a note of any interesting sentences and ask students to share these in class when everyone has finished talking.

Answers:

Students' own answers.

WB page 97

Lesson 3 | 4

Vocabulary

1 Read and match the words with their meanings.

1 [d] coins
2 [ ] figure
3 [ ] mask
4 [ ] necklace
5 [ ] tool
6 [ ] vase

a a piece of equipment you can use to make or repair things
b a pot used for holding flowers
c jewellery you wear around your neck
d pieces of money made of metal
e a model of a person
f something people wear to cover or protect their face

Listening and speaking

2 Put the dialogue in the correct order.

a [ ] **Ticket officer:** Yes, or you can buy them online.
b [ ] **Ticket officer:** Certainly. We open from 9.30 to 6.30 every day except Friday. We close then.
c [ ] **Customer:** Good morning. Can you tell me what times the museum is open?
d [ ] **Customer:** Thank you for your help. Goodbye.
e [ ] **Customer:** I'd like to know how much a ticket for two adults and one child is, please.
f [ ] **Customer:** Can I buy the tickets at the museum?
g [1] **Ticket officer:** Good morning, City Museum. How can I help you?
h [ ] **Ticket officer:** Of course. Adults are 150 pounds and children under 12 are 75 pounds.

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Language

4 Complete the sentences with the correct form of the verbs in brackets.

1 When we sat (sit) down for a picnic, lots of runners were running (run) through the park.
2 As Karim .... (take) photos of the animals, he .... (lose) his phone.
3 While Mona .... (play) tennis, she .... (hurt) her arm.
4 We .... (see) the castle while we .... (travel) to Alexandria.
5 I .... (do) my homework when my sister .... (call) me.
6 Lots of birds .... (fly) in the sky as we .... (sit) down on the beach.

Lesson 3 97

Vocabulary

1 Read and match the words with their meanings.

1 Direct students to the instruction. Tell them that the words 1–6 are all words they read in the web page on Page 38 of the Student's Book.
2 Students complete the tasks individually. If they are uncertain about the meaning of any of the words, they can check them in the *Glossary*.
3 Ask students to compare their answers in pairs. Ask them what the photo shows (a vase).

Answers:

1d	2e	3f
4c	5a	6b

Listening and speaking

2 Put the dialogue in the correct order.

1 Tell students that the dialogue between a ticket officer and a customer is in the incorrect order. Read the first sentence, then elicit the sentence which should follow it (sentence c).

2 Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.

3 They can check their answers after the next exercise.

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

1 Play the recording so that students can check their answers.

2 Now ask students to role-play the dialogue in the correct order. Go round and monitor as they are doing this to check they are doing it well.

3 Ask one or two pairs to demonstrate their dialogues to the class.

Audioscript

Ticket officer: *Good morning, City Museum. How can I help you?*
Customer: *Good morning. Can you tell me what times the museum is open?*
Ticket officer: *Certainly. We open from 9.30 to 6.30 every day except Friday. We close then.*
Customer: *I'd like to know how much a ticket for two adults and one child is, please.*
Ticket officer: *Of course. Adults are 150 pounds and children under 12 are 75 pounds.*
Customer: *Can I buy the tickets at the museum?*
Ticket officer: *Yes, or you can buy them online.*
Customer: *Thank you for your help. Goodbye.*

Answers:

a7	b3	c2	d8
e4	f6	g1	h5

Language

4 Complete the sentences with the correct form of the verbs in brackets.

1 Read the instructions and check they understand the task. They complete the gaps with the past simple or past continuous form of the verb in brackets.

2 Students complete the exercise individually.

3 Check answers by going round the class and inviting different students to each read a sentence.

Answers:

1 sat/were running
2 was taking/lost
3 was playing/hurt
4 saw/were travelling
5 was doing/called
6 were flying/sat

Skills

Reading: To read and understand a webpage for a museum

Listening: To understand a description of a visit to a museum

Speaking:

- To ask questions to find out information on the telephone
- To talk about past activities

Vocabulary: coin, figure [statue], mask, papyrus, tool, vase

Language: Past simple and past continuous

LESSON 4 SB page 40 WB page 98

Outcomes:

- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion

SB page 40

4 Lesson 4 Culture

Objects from Egypt's past

Objects from the past can help us to understand what life was like many years ago. They can also show us that we use many of the same objects today!

In Ancient Egypt, many people used mirrors to help them paint around their eyes. This was not just to make them look good: the paint helped to protect their eyes from the sun and kept away insects. The mirrors were metal and had interesting **designs**. Where do you have mirrors in your home?

The Ancient Egyptians used pots and bowls for making food such as bread. These objects were made of **clay**, which came from the River Nile. While some people were mixing ingredients for bread in bowls, other people used large stones to mix the ingredients in a bowl. How do we make bread today?

Ancient Egyptians liked playing games like **senet**. Senet boxes have 30 squares. This box is made of wood and is about 3,500 years old. Some people did not have senet boxes, but they still played the game. They drew the squares on the floor. What games are popular in Egypt today?

Reading

1 Read about objects in Ancient Egypt. Why did people draw squares on the floor?

2 Read the text again and correct the mistakes in these sentences.

1 People used mirrors to help them paint ~~their feet.~~ around their eyes

2 The paint protected people from the wind. ____

3 People made pots with clay from the sea. ____

4 People mixed the ingredients in big pots. ____

5 Senet boxes have 13 squares. ____

3 Read the text again and complete the table.

Object	What is it made of?	What was it for?	Do people use this today?
mirror	metal	helping to paint around their eyes	
bowl			
senet box			

Speaking

4 Ask and answer the questions in the text in pairs.

40 Lesson 4 Workbook page 98

Reading

1 Read about objects in Ancient Egypt. Why did people draw squares on the floor?

1. Before students read the article, you could ask them to say any objects used in Ancient Egypt that they know. Encourage students to re-use the vocabulary they learned in Lesson 3, e.g. *statue*, *vase*, etc. You could then ask them to look at the photographs in the article and say or guess what those objects are.
2. Direct students to the instruction. Ask them to guess possible reasons why people drew squares on the floor in Ancient Egypt.
3. Tell students to read the whole article in order to find information about drawing squares on the floor. Check they understand the meaning of *clay*, *design* (noun) and *senet*. They can also check their meaning in the *Glossary* if necessary.
4. Ask students to compare their answers in pairs. Then check answers around the class.

Answers:

Because they did not have senet boxes.

2 Read the text again and correct the mistakes in these sentences.

1. Tell students that there is one mistake in every sentence. You could also help weaker students by telling them that the mistake is always at or near the end of each sentence.
2. Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 People used mirrors to help them paint **around their eyes**.

2 The paint protected people from **the sun**.

3 People made pots with clay from **the River Nile**.

4 People mixed the ingredients in big **bowls**.

5 Senet boxes have **30** squares.

3 Read the text again and complete the table.

1. Tell students that now they are going to read the text for specific information about the three different objects mentioned in the text.
2. Put students into pairs to complete the task and direct them to the table.

3 Remind students that *What is it made of?* asks about the material people use to make an object and the *What was it for?* asks about its function.

4 Students complete the task in pairs and then compare their answers with another pair.

Answers:

Object	What is it made of?	What was it for?	Do people use this today?
mirror	metal	helping to paint around their eyes	Yes
bowl	clay	making food / making bread	Yes
senet box	wood	playing a game	No, but they play other games.

Speaking

4 Ask and answer the questions in the text in pairs.

1 Put students into pairs.

2 Explain that students need to ask each other questions about the objects in Exercise 3, as in the example.

3 Monitor students' conversations. Make a note of interesting or good answers and ask students to share these in class. You could follow this with a class vote on the most popular game(s) in Egypt today.

Answers:

Students' own answers.

WB page 98

4 Lesson 4

Vocabulary

1 Choose the correct word.

1 There are more than 2,000 **objects / parts** in the museum.
2 This chemical helps to keep **away / in** mosquitos.
3 The black and white **designs / painting** around this window are beautiful.
4 These bowls are made of **oil / clay**.
5 Bees and ants are important **birds / insects**.

2 Match to make sentences about Ancient Egyptians.

1 [c] Paint helped to protect — a away insects.
2 [ ] Paint also helped to keep — b on the floor to play a game.
3 [ ] They used big clay bowls to — c people's eyes from the sun.
4 [ ] Some people drew squares — d mix ingredients for food.

Listening

3 Listen and match these modern objects a–d to the descriptions 1–4.

a [ ] b [ ] c [ ] d [ ]

Writing

4 Write a description of an object in your home.

- What is it made of?
- What do people use it for?
- How often do you use it?
- What do you think of it? Why?

98 Lesson 4

Vocabulary

1 Choose the correct word.

1 Students complete the task individually. Refer them to the *Glossary* if they need to check the meaning of *clay* or *design*.

2 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 objects	2 away	3 designs
4 clay	5 insects	

2 Match to make sentences about Ancient Egyptians.

1 Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.

2 Check the answers with the class. Draw students' attention to the structure: *to protect someone/something from someone/something* in 1c.

Answers:

1c 2a 3d 4b

Listening

3 Listen and match these modern objects a–d to the descriptions 1–4.

1 Direct students to the photos. Ask them think about what each object is made of and what it is used for. They do not need to know the names of the actual objects.

2 Play the recording and ask students to complete the exercise individually and then compare their answers in pairs.

3 Check the answers around the class.

Audioscript

1 These are made of wood. People use them to play a game.

2 These are usually made of plastic. They help to protect your eyes from the sun.

3 These are made of glass or wood. They help to keep away insects.

4 This is made of metal and plastic. People use it to mix ingredients when they are cooking.

Answers:

a4 b2 c1 d3

Writing

4 Write a description of an object in your home.

1 Ask students to choose an object in their home which is not one of the objects from Exercise 3.

2 Tell students to plan what they are going to write. Encourage students to look up any words they need in a dictionary, if necessary.

3 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their texts with a partner. Alternatively, take in their work to mark.

Answers:

Students' own answers.

Skills

Reading: To read and understand an article about objects in Ancient Egypt

Writing: To write a description of an object (Workbook)

Listening: To listen to descriptions of objects (Workbook)

Speaking: To ask and answer questions in a text

Vocabulary: clay, design, senet

LESSON 5 SB page 41 WB page 99

Outcomes:

- To use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it
- To identify gist and main idea(s) in short listening texts
- To take notes from short listening texts
- To react to a listening text, giving opinion

SB page 41

Lesson 5 4

Listening

1 Listen to Amira and Hana having a class debate. Who thinks tourism is good for historic places? Who thinks it is bad?

2 Listen again and complete the conversation with these phrases.

I don't agree   I don't think so   ~~I think it is~~
I see what you mean   Maybe

Amira: What do you think, Hana? Is tourism good for historic places?
Hana: Yes, [1] I think it is. Tourists bring money to an area. This helps the local people.
Amira: [2] .... A lot of the money goes to big companies, not local people.
Hana: [3] ...... , but some holiday companies help the environment and the local people.
Amira: [4] ...... that tourism helps the environment. Tourists drop rubbish and damage places in other ways, like sitting on ancient ruins.
Hana: [5] ...... , but most tourists behave well. They know it's important to protect historic places.

3 Read the conversation again and complete the table. Can you add your own ideas?

Is tourism good for historic places?	
Yes	No
It brings money to an area.	

Life Skills

It is important to protect all parts of the environment.

1 How can we help to protect historic places?
2 How can we protect the environment when we travel?
3 What can big companies do to protect the environment?

Speaking

4 Work in pairs. Discuss.

Do you think tourism is good or bad for historic places? Why?

Workbook page 99 | Lesson 5 | 41

Listening

1 Listen to Amira and Hana having a class debate. Who thinks tourism is good for historic places? Who thinks it is bad?

1 Direct students to the instruction and check the meaning of *debate* in class. Refer students to the *Glossary* to check the meaning of *debate* if necessary.

2 Before students listen, ask them to think about and make notes on the possible reasons Amira and Hana could give for tourism being good or bad for historic places. Students can do this in pairs.

3 Play the recording and ask students to identify each speaker's opinion. Elicit or explain that how the speaker talks, i.e. the tone of their voice, will also help them to identify their opinion, so they should pay attention to that too.

4 Weaker students can read the conversation while they are listening, but encourage stronger students to not look at it.

5 Ask students to compare their answers in pairs before checking answers in class.

 Audioscript

Amira: *What do you think, Hana? Is tourism good for historic places?*

Hana: *Yes, Amira, I think it is. Tourists bring money to an area. This helps the local people.*

Amira: *I don't think so … a lot of the money goes to big companies, not local people.*

Hana: *Maybe, but some holiday companies help the environment and the local people.*

Amira: *I don't agree that tourism helps the environment. Tourists drop litter and damage places in other ways, like sitting on ancient ruins.*

Hana: *I see what you mean, but most tourists behave well. They know it's important to protect historic places.*

Answers:

Hana thinks tourism is good for historic places.
Amira thinks it is bad.

2 Listen again and complete the conversation with these phrases.

1 Tell students that they are now going to listen for phrases that people use in a debate.

2 Direct students to the phrases in the box.

3 Ask students to read the whole conversation and try to guess which phrase will go in each gap. Check the meaning of *company* and *damage* (verb) in class. Refer students to the *Glossary* to check their meaning if necessary.

4 Play the recording again and then give students one or two minutes to complete the conversation.

5 Ask students to compare their answers in pairs. Then ask two stronger students to read the complete conversation aloud in class.

Answers:

1 I think it is   2 I don't think so
3 Maybe   4 I don't agree
5 I see what you mean

3 Read the conversation again and complete the table. Can you add your own ideas?

1 Tell students that they are now going to focus on the reasons why tourism is good and bad for historic places. Explain that if you are taking part in a debate, you always need to think about the arguments for and against something.

2 Direct students to the example answer in the table. Tell students to find all the ideas in the conversation.
3 Put students into pairs to think of at least one more argument for *Yes* and *No*.
4 Invite different students to share their own ideas in class and write these up on the board.

Answers (with suggested additions):

Is tourism good for historic places?	
Yes	**No**
It brings money to an area.	A lot of the money goes to big companies.
Some holiday companies help the environment and local people.	Tourists drop litter and damage places in other ways.
When people visit a historic place, they understand why we need to protect it.	Tourists often travel by car. This makes pollution.

Life Skills

1 This *Life Skills* box helps students develop the life skill of understanding environmental issues. This skill is particularly important for students today. The aim is for students to understand that we don't only need to protect the natural environment, e.g. seas, rivers, forests, animals and plants, but also cultural places like historic places.
2 Put students into pairs and direct them to the questions. Encourage them to spend a few minutes thinking about their answers.
3 Provide support and prompts where necessary. Note any good examples of ideas or arguments to elicit during class feedback.

Suggested answers:

1 We should respect them. We should follow the rules.
2 We should not travel more than we need to. We should use forms of transport that do not pollute the environment such as bikes, electric buses, etc.
3 They can use new technology that does not cause pollution. They can give some money to charities that help the environment.

Speaking

4 Work in pairs. Discuss.

1 Put students into pairs and give them two or three minutes to prepare for the debate.
2 Direct students to the speech bubbles. Remind them to use the phrases for having a debate from Exercise 2 in their discussion.
3 Tell students to use their own ideas from Exercise 3 during their discussion as well.
4 Go round the class. Monitor students' discussions, paying attention to students' use of phrases for having a debate and how clearly they are communicating the reasons why tourism can be good and bad for historic places.

Answers:

Students' own answers.

WB page 99

Lesson 5 — 4

Vocabulary

1 Read and choose the correct answer.

1 Ali's uncle works for a big oil ______ in the United Arab Emirates.
a work (b company) c job
2 I love going to ______ places such as museums and ancient ruins.
a historic b culture c history
3 Don't play football here or you might ______ that car.
a hurt b injure c damage
4 ______ it will rain tomorrow, but I'm not sure.
a Maybe b May c Might

Reading

2 Read the email and write the missing sentences a-c in the right places.

a We can use the water from the lake for the new hotel.
b The hotel will give work to a lot of people.
c This is the time when the hotel will be busy.

New message

While we were visiting the beach last month, we decided it was a great place to build a new hotel. 1 ☐ We are a big company, so we can ask people from our city hotels to work here in the summer. 2 ☐ There is not much water near the beach at the moment, but while we were driving to the area, we saw a big lake. 3 ☐ Let me know what you think of our plan.

SEND

3 Read the conversation about the email and choose the correct words.

Fady: Do you think this plan for a new hotel is a good idea, Baher?
Baher: I don't think 1 yes / (so). It only has jobs for people in the city.
Fady: I 2 agree / don't agree. More tourists in the area can help the local people.
Baher: 3 Maybe / Might be, but what about the water? Taking water from the lake will damage the environment.
Fady: I 4 see / saw what you mean. It's important to protect the environment.

Listening and speaking

4 Listen to check your answers, then role-play the conversation.

Writing

5 Write a paragraph of about 90 words in your notebook on what you think of tourism. Is it good or bad for historic places? Why?

Lesson 5 99

Vocabulary

1 Read and choose the correct answer.

1 Students complete the task individually. Refer

them to the *Glossary* if they need to check the meaning of any of the words.

2 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1b 2a 3c 4a

Reading

2 Read the email and write the missing sentences a–c in the right places.

1 Ask students to read the whole email to identify who it was written by (someone who works for a big company) and why it was written (to present a plan for building a new hotel).

2 Students complete the task individually. Help them with any queries.

3 Check answers around the class. Elicit that sentence a) is something that would be bad for environment and sentence b) is something that would be good for people in the area.

Answers:

1c 2b 3a

3 Read the conversation about the email and choose the correct words.

1 Students can review the phrases for having a debate from Page 41 of the Student's Book, if necessary.

2 Students complete the task individually.

3 Allow students to compare their answers with a partner, but do not confirm answers at this stage. You can do this after the next task.

Answers:

1 so 2 don't agree
3 Maybe 4 see

Listening and speaking

4 Listen to check your answers, then role-play the conversation.

1 Play the recording so students can listen and check their answers to Exercise 3. Stop the recording at the end of each line to confirm the correct answers, if necessary.

2 Put students into pairs for the role-play. Encourage students to think about how they can say the lines in the conversation so they sound natural, for example by using rising or falling intonation when asking questions, or by showing agreement or disagreement with their voice.

3 Monitor students' role plays, giving feedback on how fluently they speak and offering pronunciation feedback and corrections where needed.

Audioscript

Fady: *Do you think this plan for a new hotel is a good idea, Baher?*
Baher: *I don't think so. It only has jobs for people in the city.*
Fady: *I don't agree. More tourists in the area can help the local people.*
Baher: *Maybe, but what about the water? Taking water from the lake will damage the environment.*
Fady: *I see what you mean. It's important to protect the environment.*

Writing

5 Write a paragraph of about 90 words in your notebook on what you think of tourism. Is it good or bad for historic places? Why?

1 Direct students to the instruction and elicit the task from a stronger student. Draw students' attention to the words 'you think' in the instruction and elicit possible phrases that students could to give their opinion, e.g. *I think ...*; *In my opinion, ...*, etc.

2 Monitor students while they are writing, offering corrections and feedback where appropriate.

3 When they have finished, ask students to swap their texts with a partner and give each other feedback on them. Invite some students to present their ideas in class. Alternatively, you could set the task for homework.

Answers:

Students' own answers.

Skills

Reading:

- To read and understand a short email (Workbook)
- To read and understand a conversation about an email

Writing: To write a paragraph to give your opinion about big companies can do to protect the environment (Workbook)

Listening:

- To listen to a debate about tourism in historic places
- To listen to and understand a conversation about an email (Workbook)

Speaking: To give opinions about the positive and negative effects of tourism

Vocabulary: company, damage (verb), debate

Life Skills: Environmental issues: self-management; critical thinking

LESSON 6 SB page 42 WB page 100

Outcomes:

- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it

SB page 42

4 Lesson 6

Report on the Stone Circles of Senegambia

Map of the Stone Circles of Senegambia

Reading

1 Read the report and look at the photos. Where are the stone circles and what do you think they can tell us?

Where are the stone circles?

- There are more than 1,000 Stone Circles of Senegambia. They follow the River Gambia for 350 kilometres across two countries: Senegal and Gambia.

Why are the stone circles important?

- The stone circles are very important to the history of Senegal and Gambia. They tell us about the people who made them and how they lived.

Stone circles at Sine Ngayene, Senegal

Stone circles at Wassu, Gambia

How old are the stone circles?

- The oldest stone circles are around 2,300 years old and the youngest are around 500 years old. This means that people were building the circles for more than 1,800 years.

Can tourists visit them?

- Tourists can visit them, but they must not damage them. Money from tourism helps to pay for local people to look after the stones. It is important to protect the stones.

2 Read the report again and answer the questions.

1 How many stone circles are there? There are more than 1,000
2 How old are the oldest stone circles? ......
3 How long were people making the stone circles? ......
4 What does the money from tourism help the local people to do? ......

3 Write a report of the place you researched in Lesson 1.

Include the following information:

- What and where is the historic place?
- Why is it important?
- How old is it?
- What are people doing to protect it?

Writing tip

When you write a report:

- include subheadings for each paragraph
- label maps, pictures, photos and diagrams
- use a bullet point (•) for each fact

42 Lesson 6 Workbook page 100

Reading

1 Read the report and look at the photos. Where are the stone circles and what do you think they can tell us?

1. Direct students to the photos of stone circles and elicit anything that students already know about them from Lesson 1 (they are in Senegal and Gambia).
2. Direct students to the instruction and elicit the information they need to find in the text. Direct students to the questions at the start of each paragraph and explain that these are examples of subheadings in a text.
3. Ask students to compare their answers in pairs before checking answers in class.

Answers:

The stone circles are in Senegal and Gambia. They can tell us about the people who made them and how they lived.

2 Read the report again and answer the questions.

1 Tell students they are going to read the report again to find specific information in it.

2 Direct students to the questions and tell them to use the subheadings in the text to identify where they can find the answer for each one.

3 Check answers around the class. Ask more confident students to explain which paragraph they found each answer in and how they identified the correct paragraph from the subheading.

Answers:

1 There are more than 1,000.

2 They are around 2,300 years old.

3 They were making them for more than 1,800 years.

4 It helps them to look after the stones.

3 Write a report of the place you researched in Lesson 1.

1 Direct students to the instruction and elicit the task from a strong student.

2 Direct students to the *Writing tip* and read it out loud in class. Check the meaning of the words in the *Writing tip* which may be new to students, e.g. *label* (verb) and *bullet point*. Ask students to find each of the features in the report that they read in Exercises 1 and 2.

3 Tell students to plan their text by choosing three or four questions about the place they researched which they can use as subheadings for each paragraph. They can then make notes on the information they can include in each paragraph.

4 If the technology is available, students could write their reports on a computer and insert photos of the historic place with labels into the report. Otherwise, students could draw and label pictures of the historic place instead.

5 Students write their reports individually. When they have finished the exercise, ask them to check that they have included all the features mentioned in the *Writing tip* in their text.

6 Students can then swap work with their partner to read and check, or you can take in their work to mark.

Answers:

Students' own answers.

WB page 100

4 Lesson 6

Report on Cleopatra's Needle

Reading and speaking

1 Read the report and match the parts 1–4 with the headings a–d.

a Where is Cleopatra's Needle?

b How did it get to this country?

c How old is it?

d How big is it?

1 [a] Cleopatra's Needle is a large and important stone with beautiful designs on it. You can see it next to the River Thames in London, England.

2 [ ] The Ancient Egyptians made the stone for Pharaoh Thutmose III and it is about 3,500 years old.

3 [ ] The stone is more than 20 metres high and weighs about 200,000 kilograms.

4 [ ] The British made a special ship for the stone in 1877. While the ship was travelling to London, it nearly sank in a storm. Another ship helped the stone to arrive in England a year later.

2 Read the report again and answer the questions.

1 What can you see on Cleopatra's Needle? We can see beautiful designs.

2 Who did the Ancient Egyptians make it for? ....

3 Why do you think the British needed a special ship for Cleopatra's Needle? ....

4 What nearly happened to the stone in 1877? ....

3 Discuss the question in groups.

Do you think it is good that Egyptian monuments like this are in other countries? Why/Why not?

Writing

4 Write a report of about 90 words on Egyptian objects that you can find in other countries in your notebook.

- Research information online or in books.
- As you write the report, try to answer the questions in Exercise 1 above.
- Try to include subheadings, pictures, maps and labels.
- Write what you think about this object being in a different country.

100 Lesson 6

Reading and speaking

1 Read the report and match the parts 1–4 with the headings a–d.

1 Direct students to the instruction and the headings.

2 Ask students to read the report and complete the task individually.

3 Ask students to compare their answers in pairs.

Answers:

1a	2c	3d	4b

2 Read the report again and answer the questions.

1 Tell students to use the headings they matched to the paragraphs in Exercise 1 to help them find the information that answers each question.

2 Students answer the questions individually and then compare their answers in pairs.

3 Check answers round the class.

Answers:

1 We can see beautiful designs.
2 They made it for Pharaoh Thutmose III.
3 Suggested answer: They needed a special ship because it is a large and important stone.
4 It was nearly lost/nearly sank in a storm.

3 Discuss the question in groups.

1 Tell students that Cleopatra's Needle is just one of many ancient Egyptian objects that you can find in other countries. Read the question and ask them to discuss it in pairs or small groups.
2 Open it up into a class discussion. You could put their ideas on the board in two columns: one for and one against the idea of taking these objects to other countries.

Suggested answers:

It is good because: other people can see these objects; other people can learn about Ancient Egypt. It is bad because: people in Egypt cannot see the objects; they are often very valuable and should remain in Egypt, where local people can look after them.

Writing

4 Write a report of about 90 words on Egyptian objects that you can find in other countries in your notebook.

1 Direct students to the instructions. Tell students to start by finding out what Egyptian objects you can find in other countries and then choose one example which they find interesting.
2 Remind students to use subheadings, such as the questions in Exercise 1, to plan their report.
3 Students then use their notes to write their report. Remind them to use the three features of a report that were mentioned in the *Writing tip* on page 42 of the Student's Book.
4 Students check each other's work and make suggestions for improvements in pairs.
5 If appropriate, you could extend this activity by asking students to hang their reports on the classroom wall. Students then move around the classroom reading each other's reports and remembering or writing down two or three facts they learned from reading them.

Answers:

Students' own answers.

Skills

Reading:
- To read a report about a historic place
- To match headings to a text about a historic place (Workbook)

Writing:
- To write a report about a historic place
- To write a report about Egyptian objects in other countries (Workbook)

Speaking: To discuss whether it is good or bad that Egyptian monuments have been taken to other countries

Issues: Environmental and development issues: environmental responsibility

LESSON 7 SB page 43 WB page 101

Outcomes:
- To review and practise the vocabulary and structures of the unit
- To read and write a report (Workbook)

SB page 43

Lesson 7 4

Review

1 Match the objects with the photos.

arch coin mask ruins tool ~~vase~~

1 vase 2 ...... 3 ...... 4 ...... 5 ...... 6 ......

2 Rewrite these rules for visiting a castle using *must* or *mustn't*.

1 Buy your ticket before you enter.
You must buy your ticket before you enter.
2 Don't eat inside the castle. ......
3 Leave large bags at the ticket office. ......
4 Take your rubbish home. ......
5 Don't climb on the walls: it's dangerous! ......
6 Walk carefully and follow the signs. ......

3 Play a game. Choose two numbers between one and six and make sentences with ***As/While***.

	Past continuous	Past simple
1	watch / TV	I / see my friend
2	read / book	my friend / phone me
3	walk / to school	it / start to rain

	Past continuous	Past simple
4	play / on the computer	I / lose my keys
5	do / homework	I / drop my pencil
6	visit / museum	I / find out / interesting fact

Workbook page 101 Lesson 7 43

Before using the book:

- Write *Into the past* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and language points.
- Tell the students that they are now going to complete the review section for this unit to see what they can remember.

Review

1 Match the objects with the photos.

1. In this exercise, students review vocabulary for historic and cultural objects.
2. Direct students to the instruction and ask them to look at the photos carefully.
3. Students can check the meaning of any words they aren't sure about in the *Glossary*, if necessary.
4. Put students into pairs to check their answers. Then check answers around the class. Model and drill the pronunciation of any words that students find difficult to pronounce.

Answers:

1 vase	2 coin	3 tool
4 mask	5 arch	6 ruins

2 Rewrite these rules for visiting a castle using *must* or *mustn't*.

1. Briefly review when to use *must* (to say that something is necessary) and *mustn't* (to say that something isn't necessary) in class.
2. Direct students to the example rule and ask them to start all of their rules with either *You must ...* or *You mustn't ...* .
3. Students write the rules and then compare in pairs.
4. Check answers in class by inviting different student say the rules.

Answers:

1 You must buy your ticket before you enter.
2 You mustn't eat inside the castle.
3 You must leave large bags at the ticket office.
4 You must take your rubbish home.
5 You mustn't climb on the walls: it's dangerous!
6 You must walk carefully and follow the signs.

3 Play a game. Choose two numbers between one and six and make sentences with *As/While.*

1. Direct students to the instruction and elicit the task from a more confident student.
2. Briefly review when we usually use the past simple (for a short action that happened in the past) and the past continuous (for a longer action in the past which was interrupted by a shorter action in the past).
3. Put students into pairs or small groups to play the game.
4. Direct students to the speech bubble and tell them to use this as a model for the sentences they say during the game.
5. Monitor students while they are playing the game. Do not interrupt unless necessary, but make a note of any consistent errors and go over these at the end.

Answers:

Students' own answers.

WB page 101

Lesson 7 4

Review

1 Complete the table with the words in the box.

~~awesome~~ clay coin damage figure historic mask papyrus strong touch weigh wood

adjectives	materials	museum objects	verbs
awesome			

2 What do you think these signs mean? Make sentences with *must* or *mustn't*.

1 You mustn't drink this. 2 ....
3 .... 4 ....

3 Match to make sentences.

1 [c] The people were walking in the park when
2 [ ] Manal was thirsty when
3 [ ] Most of the people were sleeping
4 [ ] As Mr Badr was walking to work,
5 [ ] We were all laughing when

a she was walking up that big hill.
b he saw an old friend.
c it started to rain.
d he finished that funny story.
e when the earthquake started.

4 Complete the story in one or two paragraphs.

I was walking through the park when I heard a strange noise ...

Lesson 7 101

Review

1 Complete the table with the words in the box.

1 Direct students to the headings in the table and then ask them to identify which type of word (adjective, noun or verb) each word in the box is.

2 Refer students to the *Glossary* if they need to check the meaning of any words in the box.

3 Students complete the task individually and then compare their answers in pairs. Check that they pronounce *weigh* correctly (pronounced: way).

Answers:

adjectives	materials	museum objects	verbs
awesome	clay	coin	damage
historic	papyrus	figure	touch
strong	wood	mask	weigh

2 What do you think these signs mean? Make sentences with *must* or *mustn't*.

1 Direct students to the signs and the example sentence.

2 Put students into pairs to decide if each sign is saying that you *must* or *mustn't* do something and which verb they need in each sentence.

3 Check answers by inviting volunteers to read out the completed sentences.

Answers:

1 You mustn't drink this.

2 You mustn't touch this.

3 You must turn right.

4 You must watch out for cows.

3 Match to make sentences.

1 Direct students to the sentence halves.

2 Students complete the task individually.

3 Ask students to compare their answers in pairs before checking answers in class.

Answers:

1c 2a 3e 4b 5d

4 Complete the story in one or two paragraphs.

1 Direct students to the instruction and ask them to read the first sentence of the story.

2 With weaker students, elicit a possible structure for the story, e.g. the narrator hears a strange noise; the narrator reacts to the noise and finds out where it was coming from; there's a problem; the narrator solves the problem; the story comes to an end.

3 Remind students to use the past continuous and past simple where appropriate in their stories.

4 Circulate and monitor students' writing, offering feedback and corrections.

5 Ask students to swap their stories with a partner. Give them time to give each other feedback on their stories and make corrections where necessary.

6 Invite individual students to read their stories out loud in class. You could take in their work to mark.

Answers:

Students' own answers.

SB pages 44-53 WB pages 102-108

OBJECTIVES

Reading

An article about kindness; a blog about volunteering for charities; *A Little Princess*; a news report about a charity; a blog about a project

Writing

A blog post on how to help your community

Listening

Conversations about jobs in the house; descriptions of photos; stories about people who helped; people making suggestions

Speaking

A discussion about jobs in the house; discussing random acts of kindness; making suggestions

Language

who, which, that, where

Life Skills

Participation; Collaboration

Values

Coexistence values; Sharing; Random acts of kindness

Issues

Community participation

LESSON 1 SB pages 44-45 WB page 102

Outcomes:

- To read a range of high-frequency words and CVC words
- With support, to recall information from experiences or gather information from provided sources to answer a question
- To read and respond to short explanatory texts
- To identify gist and main idea(s) in short listening texts (both informative and literary texts)
- To ask and answer questions in order to seek help, get information, or clarify something that is not understood

Before using the book:

- Write the title of the unit *Helping you, helping me* on the board and ask students what they think they will learn about in the unit.
- Tell the students that they will find out about things people have to/don't have to do in the unit.

SB page 44

Unit 5 Lesson 1

Helping you, helping me

Reading: An article about kindness; blogs about volunteering for charities; *A Little Princess*; a news report about a charity; a blog about a project

Writing: A blog post on how to help your community

Listening: Conversations about jobs in the house; descriptions of photos; stories about people who helped; people making suggestions

Speaking: A discussion about jobs in the house; discussing random acts of kindness; making suggestions

Language: *who, which, that, where*

Life Skills: Participation; Collaboration

Values: Coexistence values; Sharing; Random acts of kindness

Issues: Community participation

Discuss

Can you match the jobs in the house with the photos?

cooking ☐ taking out the rubbish ☐
looking after my brother ☐ tidying up 1
putting away my clothes ☐ washing up ☐

Find

Look through the unit. Who helps animals?

Look at my younger sister Maya's toys! They are on the floor!
She's lucky because I help her to tidy up and put everything away.

Research

How many people in the class do all of the jobs in the photos every week?

44 Lesson 1

Discuss

Can you match the jobs in the house with the photos?

1 Ask the students what they think jobs in the house means (tasks) and what kinds of jobs there are to do.
2 Ask the students to read the short text about Maya's toys. Ask what they think the verbs *tidy up* and *put away* mean.
3 Now ask the students to look at the photos and brainstorm what they can see. Encourage them to describe the photos rather than match them with the jobs.
4 Students then look at the phrases in the box. Model the pronunciation, encouraging students to repeat the words after you. Point out that *wash up* only means to wash the dishes, whereas *wash* means wash clothes, a place, a person and so on.
5 Students then match the phrases with the photos in pairs.
6 Check the answers by pointing to each photo and asking *What's this person doing?* and encouraging the whole class to call out the answers.

Answers:

1 tidying up	2 cooking
3 washing up	4 looking after my brother
5 taking out the rubbish	6 putting away my clothes

Research

How many people in the class do all of the jobs in the photos every week?

1 Ask students to tell their partner how many of the jobs they do every week.
2 If there is space in the classroom for students to move around, ask them to find out from others in the class what they do each week, and find the person who does the highest number of jobs. If space is limited, put the students into small groups to find out who does the most jobs in their group.
3 Ask students to give their answers and find the student who does the most jobs. Ask which jobs they like best/least and why.

Answers:

Students' own answers.

Find

Look through the unit. Who helps animals?

1 Elicit how people can help animals (by looking after them, feeding them, cleaning them and so on).
2 They then look through the unit to find and confirm the answer (they can find this in Lesson 3, page 49).

Answers:

Ahmed

SB page 45

Lesson 1 5

Listening

1 Listen to four teenagers doing the jobs on page 44. What do they do to help in the house? Listen and match the names with the jobs.

Hala 1 6 Munir Adam Nader

2 Listen again and circle the correct answer.

1 Hala is a (messy) / tidy person and there are often things on her bed.
2 Munir washes up after breakfast / dinner on Mondays and Wednesdays.
3 Adam takes out the rubbish every day / when the bins are full.
4 Adam takes the lift / stairs to go down to the street.
5 Nader helps his brother do his homework / get his schoolbag ready.

3 Choose the correct answer.

1 Hala has to put away her .... once a week.
(a clothes) b toys c books
2 Adam doesn't have to take out the .... every day.
a snacks b bins c washing
3 Nader and his brother have to get ready for ....
a games b homework c school

Language

4 Complete the sentences with the correct form of *have to*.

1 It's a holiday today. We don't have to go to school.
2 My father .... get up at six o'clock every day to go to work.
3 When you get on the bus, you .... buy a ticket.
4 At the weekends, I .... get up early: I can stay in bed until 9 o'clock.

Speaking

5 Make questions with *have to*. Then ask and answer the questions in pairs.

1 have to / walk / school?
2 what sort of jobs / you / have to / do at home?
3 your best friend / have to / walk to school?

Workbook page 102 Lesson 1 45

Listening

1 Listen to four teenagers doing the jobs on page 44. What do they do to help in the house? Listen and match the names with the jobs.

1 Ask the students to close their books and call out the jobs in the house from page 44.
2 Then ask them to open their books and draw their attention to the photos. Explain that they are going to listen and write the numbers of the jobs

from the photos on page 44. Point out that the people in the recording are NOT the same as the people in the photos.

3 Play the recording for Hala and ask them to listen out for the jobs she does. Then point to the numbers in the boxes to confirm what they have to do.
4 Play the rest of the recording for the students to listen and write the correct numbers.
5 Check answers as a whole class.

Audioscript

Hala: *I'm Hala. I have to make my bed every day and tidy up my bedroom once a week. My mother isn't happy about how messy I am, but I always tidy up once a week on Saturday morning. It takes a long time. I have to put away all my clothes.*
Munir: *My name's Munir. During the week, my sister and I take turns to wash up after meals. I wash up after dinner on Mondays and Wednesdays and she washes up after dinner on Tuesdays and Thursdays. Sometimes, I help my grandmother to do the cooking. I love making koushari.*
Adam: *I'm Adam. I help with different things at home but my most difficult job is taking out our rubbish. I don't have to do this every day; only when the bins are full. I usually take out the bins in the evening on Wednesdays and Sundays. Our apartment is on the third floor so I have to go down to the street in the lift. The bins are heavy when they are full!*
Nader: *I sometimes have to look after my brother after school, but I like doing this. We play games and I give him a snack to eat. He doesn't have to do any homework yet, but he has to get his bag ready for school and I make sure he has the right books.*

Answers:

Hala 1, 6 Munir 2, 3 Adam 5 Nader 4

2 Listen again and circle the correct answer.

1 Ask the students what they remember about each person in Exercise 1.
2 Then ask them to work with a partner and predict the answers.
3 Before students listen again, explain the noun *lift*.
4 They then listen to the recording again and circle the correct answers.
5 Check the answers by inviting different students to read out the sentences with the correct options.

Answers:

1 messy 2 dinner
3 when the bins are full 4 lift
5 get his schoolbag ready

3 Choose the correct answer.

1 Students complete the sentences by choosing the correct option. They can do this individually.
2 Check their answers as a class. Point out the use of *has/have to* in each sentence.

Answers:

1a 2b 3c

Language

4 Complete the sentences with the correct form of *have to*.

1 Elicit the difference between *have to* (obligation) and *don't have to* (no obligation).
2 Students complete the sentences with the correct forms of *have to*, as in the example. Monitor as they are working and help if necessary.
3 Ask individual students to read out the completed sentences and ask the rest of the class to make any corrections.

Answers:

1 don't have to 2 has to
3 have to 4 don't have to

Speaking

5 Make questions with have to. Then ask and answer the questions in pairs.

1 Elicit the question and answer forms of *have to*. Then ask two students to read out the speech bubbles.
2 Draw students' attention to the prompts and do the first question as a class. Students then make the rest of the questions. Check the answers with the class.
3 Students then take turns to ask and answer the questions in pairs, as in the example. Monitor as they are working and help if necessary.
4 Invite different pairs of students to ask and answer the questions for the class to listen and check.

Answers:

1 Do you have to walk to school?

2 What sort of jobs do you have to do at home?

3 Does your best friend have to walk to school?

WB page 102

Unit 5 Lesson 1

Helping you, helping me

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 I help to look ...... my little sister when my parents are busy.
a after   b up   c for   d to

2 This building is very tall, but we can go to the top in the ......
a stairs   b left   c lift   d attic

3 Hala is very ...... and leaves her toys all over the floor.
a tidy   b dirty   c missed   d messy

4 My clothes were clean and dry, so I put them all ......
a up   b away   c off   d in

2 Match to make sentences.

1 [c] Do you have to look after — a up after they made a model for the project.
2 [ ] Ali has to put — b out the rubbish; I did it this morning.
3 [ ] You don't have to take — c your baby sister at the weekend?
4 [ ] The teacher told the students to tidy — d his toys away when he's finished playing with them.

Language

3 Complete the text with the correct form of *have to*.

We're going on a boat today. It's going to be hot, so you [1] have to wear sunglasses and a hat. Boats are fun but they can be dangerous. Dina uses a wheelchair, so she [2] ...... go on the boat first. You all [3] ...... be careful when you get on the boat. You also [4] ...... sit down when the boat is moving, but you [5] ...... sit when the boat stops. You can stand up then. Finally, if you see a dolphin, you [6] ...... tell us! That is why we are going!

Writing

4 Write five sentences about your school's rules. What do you have to do? What do you not have to do?

At school, I have to arrive on time.

102 Lesson 1

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Elicit the jobs at home from Lesson 1.

2 Students then look at the example and then complete the exercise individually before checking their answers with a partner.

3 Check the answers as a whole class.

Answers:

1a 2c 3d 4b

2 Match to make sentences.

1 Ask students to read the instructions and elicit what they have to do.

2 Students complete the exercise individually before checking with a partner.

3 Check the answers by inviting different students to read out the complete sentences.

Answers:

1c 2d 3b 4a

Language

3 Complete the text with the correct form of *have to*.

1 Elicit the forms of have to.

2 Students then read the text quickly. Elicit what the text is about (a boat trip).

3 Students complete the text in pairs. Monitor as they are working and help if necessary.

4 Check answers as a class by inviting students in read the text sentence by sentence.

Answers:

1 have to	2 has to
3 have to	4 have to
5 don't have to	6 have to

Writing

4 Write five sentences about your school's rules. What do you have to do? What do you not have to do?

1 Ask several students what they have to and don't have to do each week.

2 Students complete the exercise in their notebooks, and monitor as they are working. Alternatively, the students could complete the exercise for homework.

3 Invite volunteers to read out their sentences.

Answers:

Students' own answers.

Skills

Writing: To write sentences about what you have to or don't have to do at home (Workbook)

Listening: To listen for specific information

Speaking: To ask and answer about what you have to/don't have to do

Vocabulary: bin, lift, messy, put away, tidy up

Language: have to / don't have to (revision)

LESSON 2 SB pages 46-47 WB page 103

Outcomes:

- To follow agreed upon rules for discussion up to this age e.g. Listening to others and taking turns speaking about the topics and texts under discussion
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To read a range of high-frequency words and CVC words, and read short, simple sentences
- To read for specific information
- To ask and answer questions in order to seek help, get information, or clarify something that is not understood

SB page 46

5 Lesson 2

Speaking

1 Work in pairs. What is happening in each photo? What problem does each person have?

Listening

2 Listen to two people talking about the photos. Do they have the same ideas as you?

3 Match to make sentences. Listen again to check your answers.

1 [c] The other students shouldn't forget
2 [ ] They should try
3 [ ] They should look
4 [ ] Someone should run
5 [ ] Someone in her family
6 [ ] She shouldn't

a should make her a cup of tea.
b carry all those things.
c how it feels when you start school.
d to make friends with her.
e after him and give the bag back.
f inside the bag to find his name and address.

Language

4 Work in pairs. What *should* or *shouldn't* you do or say in these situations?

1 You find a bag with money in it on the floor of a shop.
2 You remember that it is your friend's birthday today.
3 You don't understand the lesson.
4 There is an important test tomorrow, but your brother wants to play video games.
5 You feel ill in the class.

Remember!
should = it's a good idea to do this.
shouldn't = it's not a good idea to do this.

46 Lesson 2

Speaking

1 Work in pairs. What is happening in each photo? What problem does each person have?

1. Ask students to look at the photos and elicit what is happening in each one. Then ask them to discuss in pairs what the problem is in each case.
2. Check the answers with the class. They can confirm their answers after the next exercise.

Listening

2 Listen to two people talking about the photos. Do they have the same ideas as you?

1. Tell the students that they are going to listen to two people talking about the photos. They should listen and check whether they had the same ideas for Exercise 1.
2. Play the recording.
3. Then ask the students to confirm whether or not the ideas were the same, and what those ideas were.

Audioscript

Aya: *The girl looks sad to be alone. I think she is new in the school and doesn't have any friends yet. The other students shouldn't forget how it feels when you start school. They should try to make friends with her.*
Samir: *A man forgot his bag. Someone should run after him and give the bag back to him. Or they should look inside the bag to find his name and address.*
Aya: *The woman looks really tired! I think someone in her family should make her a cup of tea and she should have a rest. They should take the children outside and play with them.*
Samir: *She shouldn't carry all those things. Someone should carry some of the things for her.*

Answers:

a A girl is alone at school. She doesn't have any friends yet because she is new.
b A man forgot his bag at a station.
c The mother is very tired. She has been very busy with the children all day and needs a rest.
d The woman has a lot of things to carry and she needs help carrying them.

3 Match to make sentences. Listen again to check your answers.

1 Elicit what the students remember from the recordings.
2 They then work in pairs to match the sentence halves. Encourage them to work out the meaning of *carry, give back, make friends* and *run after* from the context. They can also refer to the glossary at the back if necessary.
3 Check answers by playing the recording again. Students can then read out the completed sentences.

Answers:

1c 2d 3f 4e 5a 6b

Language

4 Work in pairs. What *should* or *shouldn't* you do or say in these situations?

1 Elicit when *should* and *shouldn't* are used and then draw their attention to the *Remember!* box.
2 Look at the first situation as a class, including the speech bubble, and elicit a few ideas of what to do (e.g. give it to the shopkeeper, ask if anyone in the shop has dropped it).
3 Students then discuss the other situations with a partner.
4 Elicit ideas from the class.

Suggested answers:

1 We should ask the shopkeeper to look after it.
2 We should buy him/her a present!
3 We should ask the teacher to explain it again.
4 We shouldn't play games, we should study.
5 I should tell the teacher.

SB page 47

Lesson 2 **5**

Reading

5 Read the article. What happens on Random Acts of Kindness Day?

Random acts of kindness
In 1982, some friends were in a restaurant in California, USA. They wanted to make the world better. One of the friends, Anne Herbert, wrote down her idea: *Practise **random** acts of **kindness**.* A random act of kindness is a kind thing that you do for someone, for no reason. You can do random acts of kindness for the people you know: for example, buy flowers for your mother. You can also be kind to **strangers**: for example, give your seat to someone on a bus. Now, February 17th is Random Acts of Kindness Day. All over the world, people do kind things for the day: not because they have to, but because they want to see a **smile** on a person's face. Isn't that a **fantastic** idea?

6 Look at the words in bold in the article. Match the words and the definitions.
1 when you do things to help others and show that you care about them kindness
2 people you don't know ....
3 very good ....
4 happening without a plan ....
5 the shape of your mouth that shows you are happy ....

7 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.
1 The idea for random acts of kindness comes from America. T
2 A group of friends had the idea together. ....
3 You have to have a good reason to do a random act of kindness. ....
4 We can only do random acts of kindness for strangers. ....
5 On Random Acts of Kindness Day, people have to do kind things. ....

Speaking

8 Ask and answer the questions in pairs.
1 Do you think people should always do random acts of kindness? Why?
2 What would you like to do on Random Acts of Kindness Day?

Project
1 Try to do random acts of kindness for three days, at home and at school.
2 Take notes about what you do and how people feel. You will need these notes later in the unit.

Workbook page 103 | Lesson 2 | 47

Reading

5 Read the article. What happens on Random Acts of Kindness Day?

1 Ask the students if they have heard the phrase 'random acts of kindness' and if so, what it means.
2 Then ask them to read the article quickly to check their ideas.

3 Check the answer with the class and hold a brief discussion about what they think about the idea of random acts of kindness.

Answers:

People do kind things for the day.

6 Look at the words in bold in the article. Match the words and the definitions.

1 Point to the words in bold in the text and elicit the meanings, but do not confirm any correct answers at this point.

2 The students then look at the example and the definitions and complete the exercise.

3 Check the answers by inviting different students to read out the definition and matching word.

Answers:

1 kindness	2 strangers	3 fantastic
4 random	5 smile	

7 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Elicit what the students remember from the text.

2 Then ask them to look at the sentences and decide whether the information is true or false without referring back to the text.

3 Students then read the text again and check their answers, correcting any false information.

4 Invite different students to read out each piece of information and say whether it is true or false. Ask volunteers to correct the false information.

Answers:

1T

2 F (Anne Herbert had the idea.)

3 F (You do it for no reason.)

4 F (We can do them for everybody.)

5 F (People do them because they want to see a smile on a person's face.)

Speaking

8 Ask and answer the questions in pairs.

1 Ask the students to look at the questions and think about their answers.

2 Students then work in pairs to ask and answer the questions.

3 Hold a class discussion about the students' ideas, and why it is important to do kind things for others.

Answers:

Students' own answers.

Project

1 Ask the students to read the *Project* box. Ask *Can you plan random acts of kindness?* Encourage students to understand that some can be planned and some can happen in the moment, such as helping an elderly person carry their shopping home.

2 Students do their random acts of kindness over the next three days. Ask them to record what they do and note down people's reactions (they will need this information later). They should also think about how it makes them feel to do the random acts of kindness.

WB page 103

Lesson 2 — 5

Vocabulary

1 Complete the sentences with words from the box.

fantastic kindness ~~random~~ smile stranger

1 They gave the footballer a random test to check his health.
2 We all remember my grandfather's ....; he always helped us when we were children.
3 This book is .... You should read it!
4 Adam knew everyone in the village, so he was surprised when a .... walked into his shop.
5 Karim is a happy person and always has a .... on his face!

2 Match to make sentences.

1 [e] Please can you give — a that heavy bag.
2 [ ] Amal finds it very easy to make — b this box?
3 [ ] The police ran — c friends because she is so friendly.
4 [ ] I'll help you to carry — d after the thief when they saw him leaving the bank.
5 [ ] Shall we look inside — e back the book you borrowed?

3 Answer the questions.

1 Do you find it easy or difficult to make friends? Why? ....
2 Who do you know who always has a smile on his or her face? ....
3 Which book have you read that is fantastic? ....

Language

4 Read the advertisement and write sentences using *should* or *shouldn't*.

1 You should start running short distances.
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....

Do you want to start running? Follow these tips!

- Start running short distances.
- Don't run too far, but go a bit further each day.
- Go with a friend if you can – it will help!
- Don't run if your legs hurt.
- Drink lots of water after a run, but not before!
- Eat healthy food
- Don't eat a lot of sweets.

Lesson 2 103

Vocabulary

1 Complete the sentences with words form the box.

1 Students open their books and complete the exercise.

2 Allow students to check their answers with a partner before checking as a class.

Answers:

1 random 2 kindness 3 fantastic 4 stranger 5 smile

2 Match to make sentences.

1 Ask the students to read the instruction and elicit what they have to do.

2 Students complete the exercise individually and then check their answers with a partner.

3 Check the answers with the whole class.

Answers:

1e 2c 3d 4a 5b

3 Answer the questions.

1 Ask the students to look at the questions and think about their answers.

2 They then answer the questions so that they are true for them (or they can use their imaginations if they prefer).

3 Monitor as they are working and help if necessary.

4 Invite different students to give their answers and explain them.

Answers:

Students' own answers.

Language

4 Read the advertisement and write sentences using *should or shouldn't.*

1 Ask them to look at the instructions for running. Explain that they have to rewrite the information using *should* or *shouldn't*, as in the example. You may like to pair stronger and weaker students for this task.

2 Monitor as they are working, and help if necessary.

3 Invite different students to read out the sentences.

Answers:

1 You should start running short distances.

2 You shouldn't run too far, but you should go a bit further each day.

3 You should go with a friend if you can – it will help!

4 You shouldn't run if your legs hurt.

5 You should drink lots of water after a run, but you shouldn't before a run.

6 You should eat healthy food.

7 You shouldn't eat a lot of sweets.

Skills

Reading: To read for gist and specific information

Writing: To write sentences giving advice

Listening: To listen for gist and specific information

Speaking:

- To talk about possible solutions to problems
- To talk about random acts of kindness

Vocabulary: carry, fantastic, give back, kindness, make friends, random, run after, shopkeeper, smile (n), strangers

Language: should / shouldn't (revision)

LESSON 3 SB pages 48-49 WB page 104

Outcomes:

- To express facts, points of view, hopes and aspirations
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To skim grade-appropriate text to get the general idea; recount the key details and explain how they support the main idea
- To follow agreed upon rules for discussion up to this age

SB page 48

5 Lesson 3

Amal

Speaking

1 Work in pairs. Look at the photos. Can you guess how these people helped Amal?

Mr Othman — Aunt Dalia — Rana

Perhaps Mr Othman helped Amal to find her watch.

Listening

2 Listen to Amal, check your answers to Exercise 1 and complete the sentences.

1 Mr Othman is Amal's neighbour. He helped her to pass her maths exam.
2 Amal's Aunt Dalia ...... Amal some ....
3 Amal's little cousin Rana ...... her ....

Language

3 Complete the sentences with the phrases in the box. Listen again to check your answers.

~~books which~~ person who place where trainers that watch that

1 The books which he used to help me were his old school books.
2 My aunt Dalia is a ...... is always very kind to me.
3 She bought me the ...... I wore when I played in the school volleyball team.
4 It was the ...... my father gave me for my birthday.
5 The ...... I lost my watch was the garden.

who, which, that, where

- Use *who, which, that* and *where* to help identify a person, thing or place. Use **who** for people, **which / that** for things and **where** for places.

Mr Zaki is the teacher who helped me the most when I started at this school.

The present **that / which** I bought for my grandmother is in my bag.

Alexandria is the city where both my big sisters are studying.

48 Lesson 3

Speaking

1 Work in pairs. Look at the photos. Can you guess how these people helped Amal?

1 Ask students to look at the photos and say what they can see (different people, a watch, a book with pens and a calculator, a pair of trainers/ running shoes).

2 Students read the instructions and example in the speech bubble. They then work in pairs to make guesses about the photos. Monitor as they are working and help if necessary.

3 Invite students to make guesses about the photos. The answers will be confirmed after the next exercise.

Answers:

Mr Othman helped her pass her maths exam. Aunt Dalia bought her the trainers she wore when she played in the school volleyball team for the first time. Rana found her watch.

Listening

2 Listen to Amal, check your answers to Exercise 1 and complete the sentences.

1 Play the recording for the students to listen, check their answers and complete the exercise.

2 Ask the students how each person helped Amal.

3 Ask what other details the students remember from the recording.

Audioscript

Amal: *Our neighbour, Mr Othman, is the person who helped me pass my maths exams. He is 70 and doesn't work now, but he was a maths teacher before. The books which he used to help me were his old schoolbooks from when he was teaching at secondary school.*

My aunt Dalia is a person who is always very kind to me. She bought me the trainers that I wore when I played in the school volleyball team for the first time. We won the match!

My little cousin Rana helped me last week when I lost my watch. I was sad because it was the watch that my father gave me for my birthday. The place where I lost it was the kitchen. I took it off when I was playing and it fell. Rana found it under a plant. Because her hand is so small, she could put it under the plant and reach the watch.

Answers:

1 pass / maths exam
2 bought / trainers
3 found / watch

Language

3 Complete the sentences with the phrases in the box. Listen again and check your answers.

1 Ask students to look at the phrases in the box. Point out the relative pronouns and elicit when they think these are used.

2 Students then read the *Language* box. Explain that *which/that* mean the same. Then call out some people/things/places for the students to chose the appropriate relative pronoun (e.g. Cairo (where), the headteacher (who), a giraffe (which/that), a sunhat (which/that)).

3 Ask the students to read the sentences and complete them with a phrase from the box, as in

the example. Point out that *that* could be replaced by *which* in the phrases and means the same.

4 Play the recording again for the students to listen and check their answers.

5 Invite volunteers to read out the completed sentences.

Answers:

1 books which 2 person who 3 trainers that
4 watch that 5 place where

SB page 49

Lesson 3 5

4 Complete the phrases with *who, which / that* or *where*.

1 I saw Ahmed in the park where we often play football.
2 Mr Sabri's the teacher ...... taught my sister.
3 The café ...... I meet my friends sells delicious ice-cream.
4 You left the bag ...... you bought at the weekend at my house!
5 The boy ...... was my best friend at school moved to a different city.
6 I gave the shoes ...... are too small for me to my cousin.

Reading

5 Ask and answer the questions in pairs.

1 What charities do you know?
2 Who or what do they help? How do they do this?

6 Read these extracts from the blogs of three teenagers and complete the sentences.

1 Samir helps to clean beaches and picks up rubbish.
2 Fatma visits an old lady who is ...... and she loves ...... to her.
3 People ...... money to the charity and Ahmed helps to ...... the animals.

I work as a **volunteer** for a charity which helps to clean our local beach. At the weekend, we go to the beach and **pick up** the rubbish that people left behind. We always pick up lots of plastic bottles!
Samir

It is good to help people in the **community**. I visit a home for old people who are **disabled** so it's difficult for their families to look after them. I go there after school on Thursdays. The volunteers have a special person who we visit and talk to. The woman who I visit is called Mrs Nahla. She worked as a nurse when she was young and she is a fantastic person. I love talking to her.
Fatma

I work for a charity which looks after animals that are old or sick and cannot work any more. People **donate** money to the charity to buy food for the animals such as horses and camels. We help to feed the animals and look after them. This camel is very old and she is my favourite animal.
Ahmed

Speaking

7 Which charity work would you like to do? Why?

Life Skills
People who are volunteers for a charity help their communities. What are some other ways we can help in the community?

Workbook page 104 | Lesson 3 | 49

4 Complete the sentences with *who, which / that* or *where*.

1 Students complete the sentences as in the example.

2 Invite different students to read out the completed sentences. Ask the rest of the class to check that the correct relative pronoun has been used.

Answers:

1 where 2 who 3 where
4 which/that 5 who 6 which/ that

Reading

5 Ask and answer the questions in pairs.

1 Ask the students what *charity* means (to provide help/money for those who need it).

2 Ask students to read the questions and discuss them with a partner.

3 Hold a brief class discussion about the different charities the students know about.

Answers:

Students' own answers.

6 Read these extracts from the blogs of three teenagers and complete the sentences.

1 Ask students to read the text quickly and say what each person does for charity.

2 Ask the students what the words in bold mean, or ask them to check them in the glossary.

3 They then read more carefully and complete the sentences.

4 Check the answers with the whole class.

Answers:

1 helps / picks up 2 disabled / talking
3 donate / feed

Life Skills

1 Ask the students to read the *Life Skills* box. Explain the word *community*. Then put the students into small groups to brainstorm ideas.

2 Hold a class discussion about their ideas and ask why they think it is important to help the community (e.g. because it makes people feel better and looks after those who need help).

Suggested answers:

Don't drop rubbish and pick up rubbish you see to throw away; recycle old things; help other people in the community who need it by e.g. doing their shopping, fetching medicine from the chemist for them, helping in the garden, babysitting, playing with children; give directions to people who are lost, etc.

Speaking

7 Which charity work would you like to do? Why?

1 Ask students to discuss their ideas in pairs.

2 Open it up into a class discussion. Encourage students to share their ideas.

Answers:

Students' own answers.

WB page 104

5 Lesson 3

Vocabulary

1 Read and match the words with their meanings.

1 [e] community — a give food to a person or animal
2 [ ] pick up — b when someone cannot use a part of the body in the way most people can
3 [ ] disabled — c give something useful to a person or charity that needs help
4 [ ] donate — d collect something from a place
5 [ ] feed — e a small area and the people who live in it

Language

2 Read and correct the mistakes in these sentences.

1 This is the statue who the school visited last year.
This is the statue which/that the school visited last year.
2 The tourists what visit Egypt always love the ancient temples. ……
3 I love the trainers who are blue and red. ……
4 That's the teacher which teaches us maths. ……
5 This is the place that I met John yesterday. ……

3 Complete the questions with *who, which/that* or *where*.

1 What is the name of the person who is sitting next to you?
2 What is the name of a charity …… you would like to donate money to?
3 What is the name of the place …… you would like to spend your next holiday?
4 What is the name of a famous sports person …… you would like to meet?
5 What is the name of a book or film …… you always recommend to your friends?

Writing

4 Now answer the questions in Exercise 3 using *who, which/that* or *where*.

1 The person who is sitting next to me is called ……
2 ……
3 ……
4 ……
5 ……

104 Lesson 3

Vocabulary

1 Read and match the words with their meanings.

1 Students open their books and look at the example.

2 Students complete the exercise individually before checking their answers with a partner.

3 Check answers by inviting different students to read out the whole sentences.

Answers:

1e 2d 3b 4c 5a

Language

2 Read and correct the mistakes in the sentences.

1 Elicit the relative pronouns and their uses. Then look at the example as a class and elicit why who is the incorrect pronoun (we use who for people but the statue is a thing).

2 Students complete the exercise in pairs.

3 Check the answers with the class by inviting different students to read out the corrected sentences.

Answers:

1 This is the statue **which / that** the school visited last year.
2 The tourists **who** visit Egypt always love the ancient temples.
3 I love the trainers **which** are blue and red.
4 That's the teacher **who** teaches us maths.
5 This is the place **where** I met John yesterday.

3 Complete the sentences with *who, which/that* or *where.*

1 Students complete the exercise in pairs, as in the example. Monitor as they are working and help if necessary.

2 Check the answers by inviting students to read out their completed sentences.

Answers:

1 who 2 which/that 3 where
4 who 5 which/that

Writing

4 Now answer the questions in Exercise 3 using *who, which/that* or *where.*

1 Ask students to look at the example and elicit what they have to do.

2 Students complete the exercise in their notebooks. Remind them to use the appropriate relative pronouns. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.

3 Collect in their work to mark, or invite volunteers to read out their sentences.

Answers:

Students' own answers.

Skills

Reading: To read for detail

Writing: To write answers to questions (Workbook).

Listening: To listen for specific information

Speaking: To describe photos, to discuss charities

Vocabulary: community, disabled, donate, pick up, volunteer, charity, food

Language: who, which, that, where

Life Skills: Participation

LESSON 4 SB page 50 WB page 105

Outcomes:

- To skim grade-appropriate text to get the general idea; recount the key details and explain how they support the main idea
- To use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- To describe characters, settings, and major events in a story, using key details
- To ask and answer questions about key details in a familiar text presented through different media (read aloud or orally presented).

SB page 50

5 Lesson 4

Reading

1 Ask and answer the questions in pairs.

1 This is a picture from a story called *A Little Princess*. What do you think is happening?
2 Which person do you think is a princess?
3 How does the girl sitting in the street feel?
4 What do you think happens next?

A Little Princess
by Frances Hodgson Burnett

Everyone at Sara Crewe's **boarding school** calls her 'a little princess' because her father is very rich. After Sara's father dies, the headteacher, Miss Minchin, starts being **cruel** to Sara because she has no money. She makes Sara work as a **servant**. Sara has to work very hard and does not get much food. However, Sara decides to **behave** like a real princess, so she is always kind and polite to everyone.

One day, Sara finds a coin in the street. She can't find the **owner**. She goes to the baker's to buy some cakes. When she comes out, she sees a **beggar** and gives the girl most of her cakes. Sara can see that this girl is cold and hungry. Sara thinks that a real princess should always be kind and generous like this. When the baker sees this, she is surprised. "This girl is very strange. She is very poor but she is kind to beggars," she thinks.

2 Read part of *A Little Princess* and check your answers to Exercise 1.

3 Look at the words in bold in the text. Match the words and the definitions.

1 not kind cruel
2 a school where the students live all the time ....
3 act or do something in a certain way ....
4 a poor person who asks others for money, etc. ....
5 a person who works in a house, cooking, cleaning, etc. ....

4 Read the story again and answer the questions.

1 When does Sara become a servant? ....
2 Why is Sara kind and polite to everyone? ....
3 Why is Miss Minchin cruel to Sara? ....
4 Why does the baker think that Sara is strange? ....

5 Work in groups of four and role-play the story.

1 Research what happens at the end of the story, then choose a role to play (Sara, Miss Minchin, the beggar girl, the baker).
2 Act out the story, with the ending, in front of the class.

50 Lesson 4 Workbook page 105

Reading

Background

A Little Princess was written in 1905 by Frances Hodgson Burnett, and is one of the most popular of children's stories. It is about a wealthy British man living in India, who sends his daughter to a boarding school in England. At the end of the story, Sara discovers that her father's diamond business has done very well. When a friend of her father's finds Sara, he makes sure that she has her father's money. Although she is now rich again, she continues to help people. When she returns to help the baker's where she bought the cakes, she finds the beggar is now the baker's assistant, because the baker saw how kind Sara had been to her and wanted to help her, too.

1 Ask and answer the questions in pairs.

1 Ask the students to look at question 1 and the picture. Ask what they think is happening (a girl is giving another girl something to eat).
2 Then draw their attention to the remaining questions and ask them to discuss them in pairs. Present the word *princess*.

3 Hold a class discussion, encouraging students to offer their thoughts.

4 Encourage students to listen carefully to what other students say.

5 They can check their answers after the next exercise.

2 Read part of A Little Princess and check your answers to Exercise 1.

1 Ask the students to read the story summary and check their ideas.

2 Check the answer with the whole class.

3 Ask students whether anything in the story surprised them and why. Point out that *the baker's* is the place where a baker works.

Answers:

1 A girl is giving a beggar some cakes outside a baker's.

2 The girl giving the cakes.

3 She feels cold and hungry.

4 Students' own answers.

3 Look at the words in bold in the text. Match the words and the definitions.

1 Ask students to look at the words in bold and try to work out the meaning from the context. Alternatively, they can check the words in the glossary.

2 Students then look at the example and complete the exercise individual before checking their answers with a partner.

3 Check the answers with the whole class.

Answers:

1 cruel 2 boarding school 3 behave
4 beggar 5 servant

4 Read the story again and answer the questions.

1 Ask the students to read the questions and try to answer them without referring back to the story.

2 Students then read the story again and answer the questions in pairs.

3 Check the answers with the whole class.

Answers:

1 She becomes a servant after her father dies.

2 Because she decides to behave like a princess.

3 Because Sara has no money.

4 Because she is poor but is helping a beggar.

5 Work in groups of four and role-play the story.

1 Ask the students to read the instructions carefully and elicit what they are going to do.

2 Ask students to work in groups of four where possible (if this is not possible, students could play more than one role). You might like to ensure there is a mix of stronger and weaker students in each group.

3 Give students time to find out what happens at the end of the story, or you could tell them. Set a time limit for this if they are researching themselves.

4 Ask students to each choose a role. They then plan in groups what each person will say/do and practise their role-play. Monitor as they are working and help if necessary. Encourage them to use their acting skills.

5 Students act out their role-play for the rest of the class. Hold a vote for the best acting.

6 Ask the students whether they enjoyed the story and why. If not, ask what kinds of stories they prefer and why.

Answers:

Students' own answers.

WB page 105

Lesson 4 — 5

Vocabulary

1 Answer the questions.

1 If you go to a *boarding school*, do you stay only in the morning, or all day and all night? I stay all day and all night.
2 If someone is *cruel* to you, is he/she kind or terrible to you? ....
3 Does a *beggar* ask for directions or for money? ....
4 If a child *behaves well*, is he/she good or bad? ....
5 Does a *servant* work in a shop or in someone's home? ....

2 Match the descriptions to the people in *A Little Princess*.

1 [c] Sara's father — a She works hard and is always kind and polite.
2 [ ] Sara — b She is cold and hungry.
3 [ ] Miss Minchin — c He was very rich before he died.
4 [ ] The beggar — d She is the headteacher, but she is cruel.

Reading

3 Read what the baker said about Sara Crewe and answer the questions.

I think that the girl who came into my baker's shop today was a servant, because she didn't have very new clothes. The money that she had was enough to buy a few cakes. I often see a beggar in the street where I work. She usually asks for money, but when the young girl left my shop, she gave her most of her cakes! I was very surprised. I feel that this servant girl behaved like a princess!

1 Why does the baker think Sara is a servant? She didn't have very new clothes.
2 How do we know Sara did not have a lot of money with her? ....
3 Where does the baker often see the beggar? ....
4 What did the baker feel when the girl gave the cakes to the beggar? ....
5 Do you think Sara behaved like a princess? Why/Why not? ....

Writing

4 Write the end of the story in your notebook. Write 80-90 words.

- Decide what happens to Sara.
- Try to use *who, that/which* or *where*.
- Use your ideas from the Student's Book page 50, Exercise 5.

Lesson 4 105

Vocabulary

1 Answer the questions.

1 Elicit the new vocabulary from Lesson 4.
2 Students then complete the exercise in pairs, as in the example.
3 Check the answers as a class.

Answers:

1 I stay all day and all night.
2 He/She is terrible to me.
3 A beggar asks for money.
4 He/She is good.
5 A servant works in someone's home.

2 Match the descriptions to the people in *A Little Princess*.

1 Ask the students what they remember about each of the people in the story.
2 Students then look at the example and complete the exercise in pairs.
3 Check the answers as a class.

Answers:

1c 2a 3d 4b

Reading

3 Read what the baker said about Sara Crewe and answer the questions.

1 Ask the students to read the text.
2 They then answer questions 1–4, referring back to the text when necessary.
3 Ask students to discuss their ideas for question 5 with a partner before writing their answers.
4 Invite different students to read out their answers. Discuss question 5 and ask whether it is only princesses who should act like this.

Answers:

1 She didn't have very new clothes.
2 Because she only had enough money to buy a few cakes.
3 In the street where she works.
4 She was very surprised.
5 Yes, because she wanted to share what she had. She was very kind.

Writing

4 Write the end of the story in your notebook. Write 80-90 words.

1 Ask the students to read the instructions carefully. Ask them to recall the endings they researched.
2 Students write their endings. Remind them to use some relative pronouns. Monitor as they are working and help if necessary. Alternatively, students could complete the exercise for homework.
3 Collect in their work to mark individually or invite different students to read out their endings. Ask volunteers to say which ending they liked best and why.

Answers:

Students' own answers.

Skills

Reading: To read for gist and detail

Writing: To write the end of story (in Workbook)

Speaking: To role-play a story

Vocabulary: beggar, behave, boarding school, cruel, princess, servant

LESSON 5 SB page 51 WB page 106

Outcomes:

- To read and respond to short explanatory texts
- To take notes from short listening text
- To react to a listening text, giving opinion
- To follow agreed upon rules for discussion up to this age e.g. Listening to others and taking turns speaking about the topics and texts under discussion
- To express and ask for opinion in a limited way
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions

SB page 51

Lesson 5 — 5

Reading

1 Read and complete the newspaper article about another kind person.

all ~~donated~~ million share

Large charity donation

Fareeda Rashwan, age 32, has [1] donated two [2] .... pounds to charities in the city. The businesswoman says that she wants the charities to use the money to help people who need it. The charities can decide to [3] .... the money between them or give [4] .... the money to one charity. The important thing is to help as many people as possible.

2 Read the article again answer the questions.

1 Why is Fareeda giving away money?

2 What can the charities do with the money?

Listening

3 Listen to Leila and Amal talking about the article and answer the questions.

1 Which charities does Amal think they should help at first?

2 What do they agree the charities should do?

4 Listen again and put these expressions in the order that you hear them.

☐ OK, but which charity then?

☐ 1 I think that the charities should share the money.

☐ I'm not sure, Amal. I think it would be better if ...

☐ I see what you mean.

☐ I agree that it's very important to ...., but I also think it's important to ...

Speaking

5 Work in groups of three.

1 Choose a charity that you think the money should go to. It can be any charity from the book or that you know.

2 Think of three reasons why this charity should get the money and how they could use the money.

3 Discuss your ideas with another group. Use the expressions in Exercise 4 to make suggestions and agree or disagree.

4 Make a final decision as a group.

Video Workbook page 106 Lesson 5 51

Reading

1 Read and complete the newspaper article about another kind person.

1 Ask the students to read the text quickly and then ask why this person is kind (because she donated money to charity). Explain the meaning of *donate* and *million* if necessary.

2 They then complete the information with the words in the box.

3 Check answers with the whole class.

Answers:

1 donated 2 million 3 share 4 all

2 Read the article again and answer the questions.

1 Ask students to complete the exercise in pairs.

2 Check the answers as a class.

3 Ask whether it would be better to give all the money to one charity or to share it. Encourage them to give reasons for their answers.

Answers:

1 She wants to help people.
2 They can share it between them or give it all to one charity.

Listening

3 Listen to Leila and Amal talking about the article and answer the questions.

1 Ask the students to read the questions. Explain that they are going to listen to Leila and Amal and that they should note down their opinions.
2 Play the recording.
3 Check the answers with the class.

 Audioscript

Amal: *I think that the charities should share the money between them and help lots of different people.*
Leila: *I'm not sure, Amal … I think it would be better if one charity gets all the money and can do something big and important.*
Amal: *OK, but which charity then?*
Leila: *What about a charity that helps children … or old people?*
Amal: *I agree that it's very important to help children, but I also think it's important to look after old people. That's why I suggest that they share the money.*
Leila: *I see what you mean. OK, they should share the money between two or three important charities.*

Answers:

1 Charities that help children or old people.
2 They agree that they should share the money between two or three important charities.

4 Listen again and put these expressions in the order that you hear them.

1 Ask the students to read the expressions and check the meanings.
2 Students listen and order the expressions.
3 Check the answers with the class.

Answers:

1 I think that the charities should share the money.
2 I'm not sure, Amal. I think it would be better if …
3 OK, but which charity then?
4 I agree that it's very important to …, but I also think it's important to ...
5 I see what you mean.

Speaking

5 Work in groups of three.

1 Ask the students to read all the instructions carefully.
2 Then put the students into groups of three (or four if this is not possible). Ensure that there is a mix of stronger and weaker students in each group.
3 Ask students to re-read the expressions in Exercise 4.
4 They then hold a discussion with another group, expressing their ideas. Encourage each student to offer their opinion and reasons, using some of the expressions from Exercise 4. Monitor as they are working and help if necessary. Encourage them to reach an agreement between groups.
5 Hold a class discussion and try to reach an agreement as a whole class.

Video

1 Tell the students that they are going to watch a video about charities.
2 Play the video for the class to watch. Ask them not to write anything but to listen carefully.
3 Ask students what they remember from the recording.
4 Then play the video again. Elicit the charities mentioned and write them on the board. Ask whether students have heard of these charities. Then ask the students what these charities do and whether they have ever done anything for them.
5 Ask which charity they think is most important and to give reasons for their answers.

Videoscript

There are many charities in Egypt that can help people.
The Alhassan Foundation helps disabled people. They give wheelchairs to people who cannot walk. The charity helps disabled people to find jobs. It also teaches people about how disabled people have to live.
Another charity is the Egyptian Food Bank which gives food to poor people and to people who have lost their jobs.
Every year, people donate more than 100 million Egyptian pounds to this charity. They don't have to do this, but they do it because they want to help. People can also donate food, such as pasta, rice, meat and fruit, or they can take boxes of food to people in their community.
The Red Crescent is one of the most important charities in the world.
A lot of doctors and nurses volunteer for this charity. They treat ill and injured people when there is a natural disaster.
The Red Crescent also helps when the weather is very bad. In 2020, there was a lot of rain in some parts of the country. Too much water caused a lot of damage and many people needed help.
The Red Crescent took medicine and food to these people.
Everybody should donate to a charity if they can. Or perhaps you could volunteer to help?

WB page 76

5 Lesson 5

Vocabulary

1 Fareeda Rashwan gave two million pounds to charities. Match the words and these other large numbers.

1 [c] 100,000 — a ten thousand, three hundred
2 [ ] 1,500 — b one million
3 [ ] 10,300 — c one hundred thousand
4 [ ] 1,000,000 — d one million, six hundred thousand
5 [ ] 1,600,000 — e one thousand, five hundred

Listening and speaking

2 Listen and write the numbers in words.

1 two million .... 2 ....
3 .... 4 ....

3 Complete the dialogue with these words.

agree better important see ~~should~~ sure

Malak: I feel that famous people [1] should work for a charity at the weekend.
Rawia: I'm not [2] .... Some of them work very hard. I think it would be [3] .... if they gave some money to a charity. They don't need to work for a charity.
Malak: I [4] .... that it's important for them to donate money, but I also think it's [5] .... to work for the charity, too.
Rawia: OK, but when? They don't have much time. Some of them work every day.
Malak: I [6] .... what you mean. Perhaps they can help for a day or two in their holidays.
Rawia: Good idea.

4 Listen and check your answers to Exercise 3, then role-play the dialogue.

Writing

5 Should all famous people work for a charity? Write a paragraph of about 90 words giving your opinion.

Tip! *Remember to give reasons for your opinion.*

106 Lesson 5

Vocabulary

1 Fareeda Rashwan gave two million pounds to charities. Match the words and these other large numbers.

1 Invite a volunteer to write the number two million in figures on the board (2,000,000).
2 Students then complete the exercise as in the example.
3 Check the answers as a class. Make sure the students can say the numbers correctly.

Answers:

1c 2e 3a 4b 5d

Listening and speaking

2 Listen and write the numbers in words.

1 Play the first part of the recording and ask students to look at the example.
2 Students then listen and write the other numbers in words.

3 Check the answers by reading out the numbers again and inviting volunteers to write them on the board for the class to check. Then ask other volunteers to write the numbers in figures (2,000,000; 12,000; 1,500,000; 2,010,000). Make sure that students can write and say the large numbers correctly.

Audioscript

1 two million
2 twelve thousand
3 one million, five hundred thousand
4 two million, ten thousand

Answers:

1 two million
2 twelve thousand
3 one million, five hundred thousand
4 two million, ten thousand

3 Complete the dialogue with these words.

1 Elicit the expressions for agreeing from the Student's Book.
2 Students then complete the dialogue in pairs.
3 Tell the students that they are going to listen and check their answers.

4 Listen and check your answers to Exercise 3, then role-play the dialogue.

1 Students listen and check their answers.
2 They then practise the dialogue in pairs. Monitor as they are working and encourage them to use appropriate intonation.
3 Ask volunteers to read out the dialogue. Hold a class vote for the most natural-sounding one.

Audioscript

Malak: *I feel that famous people should work for a charity at the weekend.*
Rawia: *I'm not sure. Some of them work very hard. I think it would be better if they gave some money to a charity. They don't need to work for a charity.*
Malak: *I agree that it's important for them to donate money, but I also think it's important to work for the charity, too.*
Rawia: *OK, but when? They don't have much time. Some of them work every day.*
Malak: *I see what you mean. Perhaps they can help for a day or two in their holidays.*
Rawia: *Good idea.*

Answers:

1 should	2 sure	3 better
4 agree	5 important	6 see

Writing

5 Should all famous people work for a charity? Write a paragraph of about 90 words giving your opinion.

1 Ask the students to read the question and ask them to discuss their ideas with a partner.
2 Hold a brief class discussion about famous people working for charities.
3 Students then write their paragraph in their notebooks. Draw students' attention to the *Tip!* box! Monitor as they are working and help if necessary.
4 Encourage students to check their work carefully, and to read each other's work, suggesting improvements. Alternatively, students could write their paragraphs for homework.
5 Invite volunteers to read out their paragraphs and encourage the students to say whether they agree or not and why.
6 Collect in their work to mark individually.

Answers:

Students' own answers.

Skills

Writing: To write a paragraph giving an opinion (in Workbook).

Reading: To read for specific information

Listening: To listen for gist

Video: To understand a video about charities

Speaking: To hold a group discussion

Vocabulary: donate, million, share

LESSON 6 SB page 52 WB page 107

Outcomes:

- To ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- To plan texts orally; sequence and write texts with other children; read and talk about their writing
- To write a simple narrative: recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use sequencing words, and provide a sense of closure

SB page 52

5 Lesson 6

HASSAN'S BLOG

Random Acts of Kindness Project

Our class decided to try to do one act of kindness every day for three days. This is what I did.

First, on Monday, I bought my grandmother some of her favourite cakes at the baker's on the way home from school. She was surprised, but very happy! After that, on Tuesday, I let some younger students go into the canteen in front of me. Finally, on Wednesday, I took a sandwich and a cold drink to the old man who often sits on our street corner. He gave me a big smile. In my opinion, doing random acts of kindness is fantastic. I don't want to stop!

Reading

1 Read Hassan's blog and answer the questions.

1 How much time did Hassan's class spend on this project? three days
2 What kind thing did Hassan do for somebody in his family? ____
3 What did he do for a stranger? ____
4 Which other people did he help? ____
5 What does he think about the project? ____

2 Read the blog again and complete the following information.

1 Expressions for putting things in order: first, ____, ____, ____, ____, ____.
2 Words to talk about what people felt or did: happy, ____, gave me a ____, ____, ____.
3 Expressions to give your opinion: In ____, ____, ____.

Now add these words and expressions to the correct groups.

I feel that | I think that | next | pleased | secondly | then

Writing

3 Write a blog post about the Random Acts of Kindness project.

1 Look at your notes about the project you completed in Lesson 2.
2 Use your notes to write a blog. Begin like this:
Our class decided to do one act of kindness every day for three days. This is what I did.
3 Say what you did each day and what the other person did and felt.
4 Say what you think about the project. Use some of the expressions from Exercise 2.

Writing tip!

Remember to use exclamation marks (!) to show exciting, unusual or surprising events: I did not want it to stop!

52 Lesson 6 Workbook page 107

Reading

1 Read Hassan's blog and answer the questions.

1. Ask the students to recall their three days of doing random acts of kindness for the project outlined on page 47.
2. They then skim read the blog and say whether they did anything similar to Hassan.
3. Then draw their attention to the questions. Ask them to read the blog again more carefully and answer them.
4. Invite different students to read out their answers.

Answers:

1 three days
2 He bought his grandmother some of her favourite cakes.
3 He took a sandwich and a cold drink for an old man in the street.
4 He let some younger students go into the canteen ahead of him at school.
5 He thinks it's fantastic.

2 Read the blog again and complete the following information.

1. Ask the students to read the instructions and information, and to look at the examples. Ask them to find these words in the text and underline them.
2. They then read the blog again and complete the rest of the information. Draw their attention to the words in the box and tell them that they should add these words to the correct groups. Pair stronger and weaker students for this exercise.
3. Check the answers with the whole class.
4. You may also like to elicit other words and expressions that the students know (e.g. I believe, amazed, excited, lastly). Ask them to put these expressions in the correct place.

Answers:

1 first, after that, finally, secondly, next, then
2 happy, surprised, gave me a big smile, fantastic, pleased
3 in my opinion, I feel that, I think that

Writing tip!

1 Ask students what they know about using exclamation marks.

2 Then draw their attention to the Writing tip box and ask them to read the information.

3 Encourage them to use exclamation marks in their writing. Explain that they should only use exclamation marks when something is exciting, terrible or surprising, not in every sentence.

Writing

3 Write a blog post about the Random Acts of Kindness project.

1 Ask the students to find the notes they made during the project.

2 Then ask the students to work in pairs or small groups to tell each other what they did and how people felt when they helped them.

3 Students write about point 3 in their notebooks. Monitor as they are working and help if necessary.

4 Discuss the students' ideas for the fourth point. Ask how they felt when they did kind things for people.

5 They then write the last part of their blog post. Encourage them to use some of the words and phrases from Exercise 2.

6 Students check their work carefully and them read each other's work, suggesting improvements. Ask them to check that their partner has used some of the words and phrases from Exercise 2.

7 Collect in their work to mark individually.

Answers:

Students' own answers.

WB page 107

Lesson 6 **5**

Vocabulary

1 Read and punctuate.

1 That story was fantastic!
2 when i went to cairo last winter it was snowing ....
3 is your name adam ....
4 it's sunny today ....
5 are you a helpful person ....
6 the rod al-farag axis bridge is the widest bridge in the world ....

Reading and listening

2 Put Fady's blog into the correct order.

My helpful day

On Saturday, I decided that I wanted to help everyone in my family.

a [ ] After that, I took my grandfather a cup of tea in bed. He likes to get up late on a Saturday.
b [1] First, I made my mother breakfast. She was surprised because she usually makes it!
c [ ] Then I played football in the park with my little brother. He loves football.
d [ ] Finally, I helped my dad with the jobs that he likes to do in the house. I feel that I made all my family happy!
e [ ] Secondly, I helped my sister with her homework. She always does it after breakfast!

3 Listen and check your answers. Circle the expressions for putting things in order.

Writing

4 Write a blog about how you could help people in your community for a day.
• Use expressions for putting things in order.
• Say how the people felt.
• Use the correct punctuation marks.

Tip!
A blog is like an online diary. Add a title to your blog (and a picture if you want). Use simple sentences. Review for spelling, grammar and punctuation.

Lesson 6 107

Vocabulary

1 Read and punctuate.

1 Elicit the uses of exclamation marks, full stops and question marks.

2 Students then read the sentences and complete them with the correct punctuation. They then check their answers with a partner.

3 Check the answers as a whole class.

Answers:

1 That story was fantastic!
2 When I went to Cairo last winter, it was snowing!
3 Is your name Adam?
4 It's sunny today.
5 Are you a helpful person?
6 The Rod al-Farag Axis Bridge is the widest bridge in the world!

Reading and listening

2 Put Fady's blog into the correct order.

1 Ask the students to skim read the blog and say what it is about (helping people).

2 Students then complete the exercise in pairs.

3 Check the answers but do not confirm them at this point. They can check in the next exercise.

3 Listen and check your answers. Circle the expressions for putting things in order.

1 Ask the students to listen and check their answers.
2 Students then find the expressions for putting things in order and circle them.
3 Check answers as a whole class.
4 Ask the students whether they have done any of these things. Ask how people reacted when they did this.

Audioscript

My Helpful Day
On Saturday, I decided that I wanted to help everyone in my family. First, I made my mother breakfast. She was surprised because she usually makes it! Secondly, I helped my sister with her homework. She always does it after breakfast!
After that, I took my grandfather a cup of tea in bed. He likes to get up late on a Saturday.
Then I played football in the park with my little brother. He loves football.
Finally, I helped my dad with the jobs that he likes to do in the house. I feel that I made all my family happy!

Answers:

a3 b1 c4 d5 e2

After that, First, Then, Finally, Secondly

Writing

4 Write a blog about how you could help people in your community for a day.

1 Brainstorm a few ideas for helping the community with the class. Refer to the *Tip!* box and ask students to discuss the tips in pairs.
2 They then read the instructions and write their blog. Monitor as they are working and help if necessary.
3 When they have finished, ask them to exchange their Workbooks with a partner and check each other's work. Encourage students to give feedback in light of the tips they discussed earlier. Alternatively, students could write their blogs for homework.
4 Invite volunteers to read out their blogs. Then collect in the books to mark.

Answers:

Students' own answers.

Skills

Reading:
- To skim read
- To read for specific information

Writing: To write a blog post including exclamation marks

Listening: To listen to check information

Language: Useful words and expressions to use in a blog

LESSON 7 SB page 53 WB page 108

Outcomes:

- To review and practise the vocabulary and structures of the unit.

Before using the book:

- Write the title of the unit on the board (Helping you, helping me) and ask students what they have learned from the unit.

SB page 11

Lesson 7 5

Review

1 Complete the text with the words in the box.

bins community donate ~~messy~~ put away take out tidy up

I share a bedroom with my sister and we are sometimes quite [1] messy, so we usually [2] ..... every evening before we go to bed. We [3] ..... all our clothes and books. Twice a week, my brother and I [4] ..... the rubbish. We do it together because the [5] ..... are quite heavy. My parents [6] ..... money to a charity which helps a local school for disabled people. We think it is important to help people in the [7] ..... .

2 Complete the dialogue with the correct form of *have to*.

Nasser: [1] Do you have to study this evening, Omar?
Omar: Yes, I [2] ..... . I have a geography test tomorrow.
Nasser: What about your brother? [3] ..... he ..... study, too?
Omar: No, he [4] ....., but he [5] ..... tidy up his bedroom: it's really messy!
Nasser: It's nearly the end of break. Where [6] ..... we ..... go for the next lesson?
Omar: The laboratory! We've got science.

3 Reorder the words to make questions. Then ask and answer the questions in pairs.

1 all day / Why / watch TV / shouldn't I / ?
2 should I / to get better/ do / at English / What / ?
3 eat / What / to be healthy / shouldn't you / if you want / ?
4 do / should I / What / kindness / random act of / next week / ?

4 Choose *who*, *which*, *that* or *where*, then complete the sentences with a phrase from the box. You do not need two of the phrases.

~~always has a smile on her face~~ bought at the weekend is very soft I find interesting, but difficult my grandmother was born we went swimming last week

1 My sister is a happy person **who** / **where** / **which** always has a smile on her face.
2 That is the house **which** / **where** / **who** .....
3 History is a subject **which** / **what** / **who** .....
4 Let's go back to the beach **where** / **who** / **that** .....

5 Write about a time when you helped someone or did something for a charity in your notebook.

1 What did you do? 2 When did you do it?
3 What happened? 4 How did you feel?

Workbook page 108 Lesson 7 53

Review

1 Complete the text with the words in the box.

1 Ask students to look at the words and the example.
2 Students then complete the text and check their answers with a partner.
3 Check the answers with the class.

Answers:

1 messy	2 tidy up	3 put away
4 take out	5 bins	6 donate
7 community		

2 Complete the dialogue with the correct form of *have to*.

1 Elicit the use of *have to / don't have to* (for obligation / no obligation).
2 Students then complete the exercise in pairs.
3 Check the answers with the class.
4 Choose two strong students to read out the dialogue using appropriate intonation, especially for the sentences with exclamation marks.

Answers:

1 Do / have to	2 do	3 Does / have to
4 doesn't	5 has to	6 do / have to

3 Reorder the words to make questions. Then ask and answer the questions in pairs.

1 Elicit when to use *should / shouldn't* (to say it's a good idea to do / not to do something).
2 Draw their attention to the speech bubbles and ask two students to read them out.
3 Students then order the words as in the example. Monitor as they are working, and help if necessary.
4 Students then ask and answer the questions in pairs. Encourage them to use appropriate intonation.
5 Invite pairs of students to ask and answer the questions.

Suggested answers:

1 Why shouldn't I watch TV all day? Because you shouldn't watch too much TV.

2 What should I do to get better at English? You should read lots of books in English.

3 What shouldn't you eat if you want to be healthy? You shouldn't eat lots of cakes and biscuits.

4 What random act of kindness should I do next week? Why don't you help children at the primary school?

4 Choose who, which, that or where, then complete the sentences with a phrase from the box. You do not need two of the phrases.

1 Elicit the relative pronouns and when they are used (who for people, which/that for things, where for places).

2 Do the exercise in stages, starting with choosing the relative pronouns. Do this as a whole class, and ask students to explain why the pronoun they have chosen is correct.

3 Students then choose a phrase from the box to complete each sentence. Explain that there are two phrases which they do not need.

4 Invite volunteers to read out their completed sentences.

5 As a follow on, or for fast finishers, ask students to work in pairs to create sentences for the other two phrases and read them out for the class to check.

Answers:

1 who always has a smile on her face.

2 where my grandmother was born.

3 which I find interesting, but difficult.

4 where we went swimming last week.

5 Write about a time when you helped someone or did something for a charity in your notebook.

1 Ask students to think about something they have done either to help a charity or another person.

2 They then look at the questions and make notes to answer them. Elicit a few examples for each question from the class.

3 Students then use their notes to write their text in their notebook. Encourage stronger students to write as much as they can. Weaker students should aim to write one sentence per question.

4 Monitor as they are working, and help if necessary. Remind them to use some of the words and phrases they have learned in Unit 5.

5 Students check their work carefully and read each other's, making suggestions for improvements.

6 Invite volunteers to read out their work. Ask the class to decide who did the best thing for charity or to help someone. Then collect in their work to mark individually.

Answers:

Students' own answers.

WB page 108

5 Lesson 7

Review

1 Read the definitions and find the words in the word search.

1 not tidy messy
2 you put rubbish in these
3 this takes you to the top of a building, without using the stairs
4 the daughter of a king or queen
5 someone who is kind shows this
6 not someone you know

c	t	e	x	q	b	o	n
m	e	s	s	y	i	b	k
g	e	v	a	w	n	v	i
r	n	a	m	b	s	e	n
a	l	i	f	t	e	k	d
t	g	z	z	i	i	p	n
s	t	r	a	n	j	r	e
f	r	z	u	i	u	r	s
p	r	i	n	c	e	s	s
s	t	r	a	n	g	e	r

2 Choose the correct words.

1 Everyone **should** / have to do a random act of kindness sometimes.
2 You should / have to pass your exams to go to university.
3 You shouldn't / don't have to do your homework at the same time every day.
4 You shouldn't / don't have to spend too much time on social media.
5 They have to / should show their passport when they leave the country.

3 Answer the questions.

1 To help a charity, what do you have to do?
2 What do you have to do to put a smile on your best friend's face?
3 What do we have to do to keep beaches clean?
4 What do you have to do to look after a baby?

4 Match to make sentences.

1 [e] That is the house where
2 [ ] Ahmed is the boy who
3 [ ] Tennis is a sport which
4 [ ] This is the charity that
5 [ ] Put your phone in a place where

a my family donates money to.
b my sister plays every week.
c it is safe.
d I met in primary school.
e my grandmother was born.

5 Imagine that you are the beggar in *A Little Princess*. Write in your notebook about what happened when the girl visited the baker's shop.

108 Lesson 7

Review

1 Read the definitions and find the words in the word search.

1 Ask the students to look at the example and definitions.
2 Students then work in pairs to write the words and find them in the word search.
3 Check answers as a whole class. Ask different students to point to the words in the word search.

Answers:

1 messy	2 bins	3 lift
4 princess	5 kindness	6 stranger

2 Choose the correct words.

1 Ask the students to look at the example and complete the exercise individually before checking their answers with a partner.
2 Check the answers by asking different students to read out the sentences with the correct option. Ask the rest of the class to listen and check, correcting any errors.

Answers:

1 should	2 have to	3 don't have to
4 shouldn't	5 have to	

3 Answer the questions.

1 Ask students to read the questions and brainstorm ideas for each one, as in the example.
2 Students then write their answers
3 Check the answers as a class by inviting volunteers to read out their answers.

Answers:

Students' own answers.

4 Match to make sentences.

1 Ask students to read the sentences and match the sentence halves, as in the example.
2 Students complete the exercise in pairs.
3 Invite different students to read out the whole sentences.

Answers:

1e 2d 3b 4a 5c

5 Imagine that you are the beggar in *A Little Princess*. Write in your notebook about what happened when the girl visited the baker's shop.

1 Ask students to recall what happened in *A Little Princess.*
2 They then discuss in pairs what happened at the baker's before writing about it in their notebooks.
3 Monitor as they are working and help if necessary. Encourage them to use some of the grammar and vocabulary of the unit. Alternatively, they could do the task for homework.
4 Invite individuals to read out their work. Then collect in the notebooks to mark individually.

Answers:

Students' own answers.

6 Different environments

SB pages 54-63 WB pages 109-115

OBJECTIVES

Reading

A presentation about climate change graphs; city profiles; a newspaper report

Writing

A profile of where you live; a short report for a school newspaper; a presentation about the climate

Listening

Radio news reports; a podcast about tourism

Speaking

Solving environmental problems; suggesting solutions to a problem

Language

(not) as + adjective + *as*; present simple passive

Life Skills

Negotiating; Problem-solving

Values

Coexistence values

Issues

Environmental and developmental issues

LESSON 1 SB pages 54 - 55 WB page 109

Outcomes:

- To identify gist and main ideas in short listening texts
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To describe and compare feelings, people, places, actions, objects and events establishing relationships
- To write an opinion piece

Before using the book:

- Write *Environmental problems* on the board and check they understand the term. Then put students in pairs or small groups to think of as many environmental problems as they can. When they have finished, elicit their ideas and write them on the board.
- Tell the students that they are going to learn about the environment and environmental problems in the unit.

SB page 54

Quiz

Find these things in the photos. Who can finish first?

1 Draw students' attention to the photos and tell the class that they show different environmental problems.

2 Point to the words and phrases in the box, and tell students that they are going to do the activity as a race: the first student to match all the words/phrases and the photos wins. Make sure everyone understands what to do, then say, *Start*.

3 When the first student has finished, they should put up their hand. Ask them to share their answers with the class and check they are correct. Drill the words and phrases with the class, and check pronunciation, especially of *drought* (/draʌt/) and *flood* (/flʌd/).

Answers:

1 rubbish	2 flood	3 air pollution
4 drought	5 water pollution	

Research

Find one way in which people in Egypt are trying to help the environment.

1 Ask the students to read the question in the *Research* box and then share any ideas with the class.

2 Ask students to research using school resources or for homework.

3 When they have done the research, ask students to share what they found out with the class. Ask other students to say what they found out from each other.

Answers:

Students' own answers.

Find

Look through the unit. What is happening to Mount Kilimanjaro?

1 Ask students if they know where Mount Kilimanjaro is (Tanzania) and if they know what is happening to the mountain.

2 Ask students to find the information quickly by scanning the unit. They can find the answer on page 56.

Answers:

Warmer weather is melting the ice on top of it.

SB page 55

Lesson 1 6

Listening

1 Listen to two reports on a radio news programme for students. Which of the photos on page 54 are they talking about?

2 Listen again and circle the correct words.

1 The volunteers are finding more / less rubbish than before.
2 They want the schools / people who live in the city to help.
3 Alexandria has new electric trains / buses.
4 People hope there will be less air / water pollution in the city.

Language

3 Complete the sentences with the adjectives in the box to make comparatives.

clean comfortable green ~~polluted~~

1 The canal is more polluted than it was before.
2 The volunteers want to make the canal ....
3 The electric buses in Alexandria cause less air pollution so they are .... than the old buses.
4 People think that the seats on the new buses are .... than the old buses.

Remember

Short adjectives		Long adjectives	
quiet	quiet**er**	careful	**more** careful
hot	hot**ter**	beautiful	**more** beautiful
dry	dr**ier**	relaxing	**more** relaxing
bad	**worse**	comfortable	**more** comfortable

May was dry last year, but June was dr**ier**.
Is today hot**ter** than yesterday?
This book is bad, but the other book is **worse**.
Watching sport is **more** relaxing than playing sport.

Remember

green = good for the environment
Taking the train is greener than driving.

Speaking

4 Work in pairs and compare the following. Use the adjectives in the box or your own ideas.

attractive comfortable green large noisy relaxing

1 bikes / cars
2 the city / the countryside
3 Africa / Europe
4 reading / watching TV

Workbook page 108 Lesson 1 55

Listening

1 Listen to two reports on a radio news programme for students. Which of the photos on page 54 are they talking about?

1 Focus attention back on the photos on page 54. Point to each one in turn and elicit what students know about each one.

2 Tell students that they are going to listen to a radio programme about environmental problems. Ask students to listen and identify which of the photos they speak about.

3 When they are ready, check answers with the whole class.

Audioscript

Girl: *Hello, this is Jomana reporting for Student Radio in Cairo. Recently, volunteers who were working to clean a canal say they are finding more rubbish in the water. They say the canal is dirtier and more polluted than ever before. They are warning people who live in the city to be more careful about where they put their rubbish to try to help the canal become cleaner.*

Boy: *This is Karim reporting from Alexandria for Student FM. Today our city started using new electric buses. The buses will mean there is less air pollution in the city, so they are greener and they are also cheaper to run. I spoke to some bus users who said the new buses were quieter than the old buses and also the seats were more comfortable.*

Answers:

Photos 1, 3 and 5 (rubbish, air pollution and water pollution)

2 Listen again and circle the correct words.

1 Go through the sentences with the class so they know what to listen for, and check understanding.
2 Play the recording again for students to listen and circle the correct words, then put them in pairs to check their answers.
3 When they have finished, play the recording again if necessary, then check answers with the whole class.

Answers:

1 more	2 people who live in the city
3 buses	4 air

Language

3 Complete the sentences with the adjectives in the box to make comparatives.

1 Read the *Remember!* box with the class, and answer any questions they have, especially about the spelling rules.
2 Read the example with the class, then ask students to complete the rest of the sentences individually. Encourage them to refer back to the *Remember!* box to help where necessary.
3 When they have finished, ask students to compare their answers in pairs. Then check answers with the whole class, and write them on the board for students to check spelling.

Answers:

1 more polluted	2 cleaner
3 greener	4 more comfortable

Speaking

4 Work in pairs and compare the following. Use the adjectives in the box or your own ideas.

1 Go through the adjectives in the box with the class and check understanding. Demonstrate the activity with a stronger student by reading the example together.
2 Put students in pairs to compare the things. Encourage them to make more than one comparison for each pair of things, and remind them that they can use their own ideas as well as the adjectives in the box. Monitor and check students are using comparatives correctly.
3 When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

Suggested answers:

1 Bikes are greener than cars. Cars are more comfortable than bikes. Cars are noisier than bikes. Bikes are quieter than cars.
2 The city is more interesting than the countryside. The countryside is more attractive than the city.
3 Africa is hotter and larger than Europe.
4 Reading is more relaxing than watching TV. Watching TV is more interesting than reading.

WB page 109

Unit 6

Lesson 1

Different environments

Vocabulary

1 Complete the sentences.

air pollution drought flood green polluted ~~rubbish~~

1 Please take your rubbish home; do not leave it in the park.
2 It was raining for days and then there was a ...., so people used boats to leave their houses!
3 There are a lot of cars in the city so the .... is very bad.
4 There was no rain for four months this winter, so now there is a ....
5 Not many fish live in the river because it is very ....
6 Bikes are a .... form of transport because they use no fuel.

Language

2 Read and correct the sentences.

1 Mount Catherine is a high mountain than Jabal Mousa.
Mount Catherine is a higher mountain than Jabal Mousa.
2 Is your cousin more old than your brother? ....
3 This new phone is more bad than my old one! ....
4 I think that the river is more polluted it was last year. ....
5 Which is more far to walk to, the park or the museum? ....

Writing

3 Compare two objects.

- Choose two things, for example a new and an old phone, car, book, etc.
- Write a comparison of the two things.
- Use some of the comparatives from Lesson 1, Student's Book page 55. Check the comparatives of other adjectives.

Lesson 1 109

Vocabulary

1 Complete the sentences.

1 Before they begin, tell students to close their books and ask if they can remember the environmental problems shown in the photos in Lesson 1. Don't give any answers yet.

2 Ask students to open their books and use the words in the box to check their answers.

3 Read the example with the class, then ask students to complete the rest of the sentences individually.

4 Check answers as a whole class and drill the words (especially *flood* and *drought*) chorally and individually.

Answers:

1 rubbish	2 flood	3 air pollution
4 drought	5 polluted	6 green

Language

2 Read and correct the sentences.

1 Read the example with the class, then ask students to correct the rest of the sentences individually. With weaker classes, you could identify the mistake in each sentence with the class first, then ask them to correct them individually.

2 When they have finished, put students in pairs to compare their answers.

3 Check answers as a whole class and write them on the board. Alternatively, you could ask different students to come to the board and write the sentences, then check them as a class.

Answers:

1 Mount Catherine is a **higher** mountain than Jabal Mousa.
2 Is your cousin **older** than your brother?
3 This new phone is **worse** than my old one!
4 I think that the river is more polluted **than** it was last year.
5 Which is **further** to walk to, the park or the museum?

Writing

3 Compare two objects.

1 Tell students they are going to write a comparison of two things. Ask them to choose two similar things and go over the instructions.

2 Remind them of the comparative adjectives in Lesson 1, and encourage them to think of and use other adjectives.

3 When they are ready, students write their comparatives individually. Go round and check students are forming comparatives correctly, and answer any questions they have about vocabulary. Write any new words/phrases on the board.

4 When they have finished, put students in pairs to read their paragraphs to each other and find out if they agree.

5 Finally, ask one or two students to share their partner's ideas with the class.

Answers:

Students' own answers.

Skills

Writing: To write a comparison of two objects

Listening: To understand a news report

Speaking: To compare different things

Vocabulary: air pollution, drought, flood, rubbish, water pollution, polluted, green

Language: Comparative adjectives (revision)

LESSON 2 SB pages 56 - 57 WB page 110

Outcomes:

- To use context (e.g. definitions, examples or restatements in text) as a clue to the meaning of a word or phrase
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers
- To ask questions to clear up any confusion about the topics and texts under discussion
- To explain orally verbal and non-verbal age appropriate texts e.g. tables, different charts, graphs and maps
- To participate in shared research and writing projects

SB page 56

6 Lesson 2

Reading

1 Work in pairs. What do you know about climate change? How is it changing the planet?

2 Read the presentation. Does it talk about the problems you discussed in Exercise 1?

A changing world

Today's presentation is about climate change. This means our planet is changing. Here are two places that are different now.

Australia

In this **line graph**, the **x-axis** shows the year and the **y-axis** shows the change in temperature. You can see that the climate in Australia is becoming hotter and drier. More droughts mean worse fires than ever before. Climate change means Australia is a more dangerous place to live.

Mount Kilimanjaro

This **bar chart** shows that warmer and drier weather is **melting** the ice on top of Africa's highest mountain, Mount Kilimanjaro. You can see that the area of ice is much smaller than 140 years ago. The good news is that the ice is not melting as fast as before. However, the ice is continuing to get smaller.

3 Read the presentation and look at the graphs again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 2010 was the hottest year in Australia. (F) It was 2019.
2 Drier weather causes bad fires in Australia. ....
3 Climate change means fewer people live in Australia. ....
4 There is less rain around Mount Kilimanjaro than before. ....
5 One hundred and forty years ago, there was more ice on the mountain. ....
6 The ice on Mount Kilimanjaro is melting faster these days. ....

56 Lesson 2

Reading

1 Work in pairs. What do you know about climate change? How is it changing the planet?

1 Write *climate change* on the board and ask students what it is. Put students in pairs to discuss what they know about it and how it is changing the planet.

2 When students have finished, ask each pair to share their ideas with the class and have a brief class discussion. Write any ideas students come up with on the board.

Answers:

Students' own answers.

2 Read the presentation. Does it talk about the problems you discussed in Exercise 1?

1 Draw students' attention to the presentation and ask *Which two places does it refer to?* (Australia and Mount Kilimanjaro). Pre-teach *line graph, x-axis, y-axis, bar chart* and *melt.*

2 Set a time limit of two minutes for students to read it quickly and find out if any of their ideas from Exercise 1 are mentioned.

3 When they are ready, refer students back to the ideas you wrote on the board in Exercise 1 and tick any ideas that are mentioned. Elicit any other problems that are mentioned in the presentation.

Answers:

Problems are: Australia: hotter and drier weather is causing more fires.

Mount Kilimanjaro: warmer and drier weather is melting the ice.

3 Read the presentation and look at the graphs again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Read the example with the class, then ask students to decide if the rest of the sentences are true or false individually.

2 When they have finished, ask students to compare their answers in pairs.

3 Check answers as a whole class and elicit the correct information for the false sentences.

Answers:

1 F (it was 2019)	2 T
3 F (it does not say this)	4 T
5 T	6 F (it is not melting as fast)

SB page 57

Lesson 2 6

Language

4 Complete the sentences with *as* ... *as* ... and the words in brackets.

1 Mount Kenya is not as high as (not / high) Mount Kilimanjaro.

2 I think that air pollution is .... (serious) water pollution.

3 Europe is .... (not / dry) Australia.

4 The pollution in the countryside is .... (not / bad) the pollution in cities.

5 Recycling is .... (important) using less electricity for the environment.

(not) as + adjective + *as*

- Use **as ... as ...** to talk about things being the same.
  Droughts are **as serious as** floods.
- Use **not as ... as ...** to talk about things not being the same.
  Australia is **not as hot as** Africa.
  The ice is**n't** melting **as fast as** before.

Project

Work in groups and prepare a presentation about a graph.

1 Use the internet or a book to find a line graph or bar chart that shows information about the climate in a country or city.

2 Use the information to prepare a presentation to the class. Think about the following:

- What do the x-axis and y-axis show?
- What comparisons and conclusions can you make?

3 Find photos or pictures to go with your presentation and use some of the following expressions:

Today's presentation is about ...
In this line graph, you can see that ...
This bar chart shows that ...

4 Present the project to the class. Everyone in the group should speak.

Workbook page 110 | Lesson 2 | 57

Language

4 Complete the sentences with *as ... as ...* and the words in brackets.

1 Write on the board *UK: 20 degrees, Australia: 35 degrees, Indonesia: 35 degrees*. Use these to elicit *Australia is as hot as Indonesia* (= the same) and *The UK is not as hot as Indonesia* (= not the same). Then read the *Language* box with the class and answer any questions they have.

2 Read the example with the class, then ask students to complete the rest of the sentences individually.

3 When they have finished, ask students to compare their answers in pairs.

4 Check answers as a whole class and write them on the board.

Answers:

1 not as high as
2 as serious as
3 not as dry as
4 not as bad as
5 as important as

Project

Work in groups and prepare a presentation about a graph.

1 Arrange students in small groups to work together on their presentations. Students can either use the internet or school resources to find a graph related to the climate in a country or city. Monitor and make sure different groups choose different graphs.
2 Ask them to study the graph and make notes on what exactly it shows, and any comparisons and conclusions they can make. Remind them of the meaning of a conclusion: a judgement you can reach about something, using your reasoning.
3 Go round and help each group where necessary.
4 Ask each group to find photos or pictures which help illustrate the points in their presentation.
5 Go through the expressions in the box with the class and drill them chorally and individually.
6 When they are ready, ask each group to present their information to the class, making sure everyone in the group says something. Encourage other students to listen and make notes of any questions they can think of to ask.
7 After each presentation, encourage the rest of the class to ask their questions.

WB page 110

6 Lesson 2

Vocabulary

1 Match to make compound nouns.

1 [c] air — a graph
2 [ ] bar — b change
3 [ ] climate — c pollution
4 [ ] line — d chart

Language

2 Look at the graphs. Complete the sentences comparing the countries' weather with *(not) as ... as ...* and the words in brackets.

1 Saudi Arabia is not as wet as (wet) Jordan.
2 Iraq .... (dry) Jordan.
3 Egypt .... (dry) Saudi Arabia.
4 Iraq .... (hot) Saudi Arabia.
5 Egypt .... (hot) Jordan.

3 Match to make sentences.

1 [c] A train is not as — a well as they did last week.
2 [ ] Nessma writes in English as — b he likes playing computer games.
3 [ ] The drought this year is not as — c fast as a plane.
4 [ ] The football players are not playing as — d carefully as she speaks it.
5 [ ] Tamer likes reading as much as — e dangerous as it was last year.

Writing

4 Answer the questions. Write full sentences.

1 Who is as tall as you in the class? ....
2 Who in your family is not as good at English as you? ....
3 Which school subject do you find as interesting as English? ....
4 Is the weather this week as hot as it was last week? ....
5 Do you think that green forms of transport are as good as usual forms of transport? ....

110 Lesson 2

Vocabulary

1 Match to make compound nouns.

1 Read the example with the class, then ask students to match the rest of the words to make compound nouns.
2 When they have finished, put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1c 2d 3b 4a

Language

2 Look at the graphs. Complete the sentences comparing the countries' weather with *(not) as ... as ...* and the words in brackets.

1 Focus students' attention on the bar chart and line graph and ask *What does the x-axis show on each?* (countries) *What does the y-axis show on each?* (average yearly rainfall and average yearly temperature). Check understanding of the information by asking *Which is the hottest country?* (Saudi Arabia) *Which is the wettest country?* (Iraq).
2 Read the example with the class, then ask students to complete the rest of the sentences individually.
3 When they have finished, put students in pairs to compare their answers. Check answers with the class and write them on the board, or invite different students to come up to the board and do so.

Answers:

1 Saudi Arabia is not as wet as Jordan.
2 Iraq is not as dry as Jordan.
3 Egypt is as dry as Saudi Arabia.
4 Iraq is not as hot as Saudi Arabia.
5 Egypt is as hot as Jordan.

3 Match to make sentences.

1 Read the example with the class, then ask students to match the rest of the sentences individually. Monitor and offer help where necessary.

2 Put students in pairs to compare their answers. When they have finished, check answers as a whole class.

Answers:

1c	2d	3e	4a	5b

Writing

4 Answer the questions. Write full sentences.

1 Ask students to volunteer to answer the first question as an example. Elicit the full sentence and write it on the board.

2 Ask students to answer the rest of the questions. Monitor and check students are forming the comparatives correctly, offering help where necessary.

3 When they have finished, put students in pairs to compare their sentences. When they are ready, nominate students to share their sentences with the class.

Answers:

Students' own answers.

Skills

Reading: To read a presentation

Writing: To write answers to questions

Speaking: To give a presentation

Vocabulary: bar chart, climate change, line graph, melt, serious, x-axis, y-axis,

LESSON 3 SB pages 58 - 59 WB page 111

Outcomes:

- To determine the main idea of a text and explain how it is supported by key details i.e. summarise the text
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To plan, write and sequence texts
- To gather information from provided sources to answer a question

SB page 58

6 Lesson 3

Reading and speaking

1 Look at the photos and titles in the article below. Then ask and answer the questions in pairs.

1 What do you know about these two cities? What are they famous for?

2 Can you find these things in the photos below?

a canal cotton a mosque a ship some sweets

2 Work in pairs.

Student A: Read the information about Port Said.

- Answer Student B's questions about Port Said.
- Then ask Student B the four questions below about Tanta.

Student B: Ask Student A the four questions below about Port Said.

- Then read the information about Tanta.
- Answer Student A's questions about it.

1 Where is the city?

2 Can you name a famous place in or near the city?

3 What do people grow or catch around the city?

4 Why is the city famous?

Spotlight on ... Port Said

- Port Said is **located** in the north-east of Egypt.
- The city is known for its ships, which come and go from around the world.
- Port Said is connected to Suez by the Suez Canal.
- Many fish are caught in the sea near Port Said.

Spotlight on ... Tanta

- Tanta is located in the north of Egypt.
- Lots of cotton is grown in the area.
- The city is known for its delicious sweets.
- Tanta's beautiful Al-Ahmadi mosque is visited by thousands of people every year.

58 Lesson 3

Reading and speaking

1 Look at the photos and titles in the article below. Then ask and answer the questions in pairs.

1 Focus students' attention on the photo at the top and elicit that it shows cotton. Then focus on the photos in the article and the name of the two cities, and then read the questions with the class.

2 Put students in pairs to discuss the questions.

3 When they have finished, elicit answers from different students and check understanding of the words in the box.

Answers:

1 Students' own answers.

2 All the items are in the photos in the Spotlight section.

Port Said	Tanta
a canal a mosque a ship	a mosque cotton some sweets

2 Work in pairs.

1 Put students in pairs and assign each student A or B. Ask students to read their texts and make notes to answer the questions. Go round and offer help where necessary. They might need help with the word *located*.

2 When they have finished, ask students to ask and answer the questions about the city they read about.

3 When they have finished, ask a few students what they found interesting about each city.

Answers:

Students' own answers.

SB page 59

Lesson 3 6

Language

3 Ask and answer the questions in pairs.

Tanta's beautiful Al-Ahmadi mosque **is visited** by thousands of people every year.

1 What is the main focus of this sentence?

2 Who visits the mosque and which word introduces this?

Many fish **are caught** in the sea near Port Said.

3 What is the main focus of this sentence?

4 Who catches the fish?

4 Complete the sentences with the present simple passive form of the verbs in brackets.

My home city is Minya. It [1] is located (locate) near the Nile. Lots of food [2] ...... (grow) in the local area, like potatoes, wheat and sugar. The city [3] ...... (know) for its delicious 'black honey'. The honey [4] ...... (make) from sugar. Many ancient monuments and buildings [5] ...... (find) in the city. My city is very beautiful and interesting!

Remember

- Use **am/is/are + past participle** (the present simple passive) when the action is more important than who does it, or when we do not know (or it is not important) who did something.

People **grow** lots of cotton in the area. (active)
→ Lots of cotton **is grown** in the area. (passive)
We **know** Tanta for its delicious sweets. (active)
→ Tanta **is known** for its delicious sweets. (passive)

5 Choose the correct verb.

1 The farmers around here **grow / are grown** many vegetables.

2 The museum **visits / is visited** by lots of people every year.

3 The city **is known / knows** for its beautiful buildings.

4 Alexandria **locates / is located** in the north of Egypt.

Writing

6 Write a paragraph of about 90 words in your notebook on where you live or a place you know well. Include the following information.

- Where is it located?
- What is grown or made there?
- What is visited by tourists?
- What is the place also known for?

Video Workbook page 111 Lesson 3 59

Language

3 Ask and answer the questions in pairs.

1 Put students in pairs and ask them to discuss the questions about the present simple passive.

2 When they are ready, go through the answers with the class.

Answers:

1 The mosque

2 Thousands of people; the word *by* introduces this.

3 The fish

4 Probably fisherman, but this is not important.

4 Complete the sentences with the present simple passive form of the verbs in brackets.

1 Write *Minya* on the board and ask students if they know it, and if anyone has been there.

2 Read the example with the class, then ask students to complete the rest of the text individually. Monitor and offer help where necessary.

3 When they have finished, put students in pairs to compare their answers. Then check answers with the whole class and write them on the board.

4 Focus attention on the *Remember* box, and go through it with the class, answering any questions they have.

Answers:

1 is located	2 is grown	3 is known
4 is made	5 are found	

5 Choose the correct verb.

1 Read the example with the class. Then ask students to choose the correct verb form in each sentence. Monitor and check students are clear about the difference between active and passive sentences.

2 When they have finished, put students in pairs to compare answers. Then ask students to read the completed sentences aloud.

Answers:

1 grow	2 is visited
3 is known	4 is located

Writing

6 Write a paragraph of about 90 words in your notebook on where you live or a place you know well. Include the following information.

1 Go through the questions with the class and check understanding.

2 Give students a few minutes to choose a place and make notes to answer the questions. Go round and help with vocabulary where necessary, writing any new words/phrases on the board.

3 While they are writing, go round and check they are using the present simple passive correctly, and help where necessary.

3 When they have finished, put students in the pairs. Ask them to read out their paragraph to their partner.

4 Then ask a few students to share any interesting information they found out from their partner with the class.

Answers:

Students' own answers.

Video

1 Tell students they are going to watch a video about the weather in Egypt. Write these things on the board:

- rainfall
- temperature
- animals
- changes

2 Put students in pairs to discuss what they know about the weather and environment in Egypt, using the topics on the board.

3 Play the video and ask students to make notes on what they see about these topics.

4 When they have finished, put students in pairs to compare their notes. Then play the video again for students to check and add more information.

5 Ask a few students to share what they found out with the class and if others agree.

6 Ask students, *What can we do to protect the environment in Egypt?* Students discuss the question in pairs.

7 When they have finished, elicit answers from a few students and have a brief class discussion.

Videoscript

Egypt has a dry climate. This means there isn't much rain. Every year, about 17 centimetres of rain falls in the north of the country.
It is drier in the south and in the deserts. There is only about 0.25 centimetres of rain in Aswan every year.
Egypt is also hot. It's sometimes 40 centigrade or hotter in Cairo. In other places, the temperature is higher than that. In Luxor it can be 44 centigrade … and the desert is even hotter.
The people and animals that live in the desert need to protect themselves from the sun.
This man is wearing a jellabiya. He is kept cool during the day by this traditional item of clothing.
And this is a fennec fox. Its large ears help to keep it cool.
It can be colder in the desert when the sun starts to go down. That's why you only see some animals, like this caracal, in the evening when it isn't as hot as in the afternoon.
But, like in many other countries around the world, Egypt's climate is changing. It's hotter today than it was sixty years ago. And the rain is heavier than it used to be. Houses and buildings are damaged by these heavy rains.
We need to work together to protect the environment, our climate and our world.

WB page 111

Lesson 3 6

Vocabulary

1 Match the words with their meanings.

1 [d] canal
2 [ ] mosque
3 [ ] located
4 [ ] cotton

a in a particular place or position
b a plant used for making clothes
c a building where you can pray
d a long area of water made for ships or boats

Language

2 Complete the table.

verb	past	past participle
be	was	1 been
catch	2	caught
choose	3	chosen
cut	cut	4 .....
drink	drank	5 .....
find	found	6 .....
grow	grew	7 .....
know	knew	8 .....

3 Correct the underlined verbs.

1 Giza knows for its ancient pyramids. Giza is known for its ancient pyramids.
2 Farmers are grown a lot of oranges along the river. .....
3 Thousands of fish catch every day. .....
4 Mr Taha has remembered for his funny stories. .....
5 People are played football all around the world. .....
6 Cotton clothes made in Egypt. .....
7 Hundreds of photos of the Pyramids are taking every day.

.....

Lesson 3 111

Vocabulary

1 Match the words with their meanings.

1 Point to the photo and elicit what students can see (a canal). Read the example with the class, then ask students to complete the rest of the exercise individually.

2 Put students in pairs to compare their answers, then check answers as a whole class.

Answers:

1d	2c	3a	4b

Language

2 Complete the table.

1 Read the example with the class, then elicit the second item as a further example, to show that sometimes the past participle is the same as the past simple.

2 Students complete the rest of the table individually, then compare answers in pairs. They can use a dictionary, or refer to the Irregular verbs list on page 120 to help them.

3 Check answers with the whole class and write them on the board, or invite different students to come and write the answers on the board and check spelling as a class.

Answers:

1 been	2 caught	3 chose	4 cut
5 drunk	6 found	7 grown	8 known

3 Correct the underlined verbs.

1 Read the example with the class, highlighting how the verb form should change.

2 Ask students to rewrite the sentences individually, then check in pairs.

3 Check answers with the class and write them on the board, or ask different student to come and write the sentences on the board, then check them as a class.

Answers:

1 Giza **is known** for its ancient pyramids.
2 Farmers **grow** a lot of oranges along the river.
3 Thousands of fish **are caught** every day.
4 Mr Taha **is remembered** for his funny stories.
5 People **play** football all around the world.
6 Cotton clothes **are made** in Egypt.
7 Hundreds of photos of the pyramids **are taken** every day.

Skills

Reading: To read an article about two places

Writing: To write about a city or place you know well

Video: To understand a video about the weather in Egypt

Speaking: To share information about a city

Vocabulary: canal, locate, spotlight

Language: The present simple passive

LESSON 4 SB page 60 WB page 112

Outcomes:

- To use context (e.g. definitions, examples or restatements in a text) as a clue to the meaning of a word or phrase
- To identify gist and main ideas in short listening texts
- To take notes from short listening texts
- To react to a listening text, giving opinions

SB page 60

6 Lesson 4

Vocabulary

1 Work in small groups. Which word do you think is the odd one out? Why?

1	dolphin	(camel)	fish	turtle
2	desert	coast	coral reef	island
3	hotel	house	beach	tourism
4	wildlife	pets	zoos	schools
5	protect	damage	respect	look after

Listening

2 Listen to the introduction to the podcast and choose the correct topic.

1 How to get more tourists to visit Egypt.
2 How to stop tourism damaging the environment.
3 Why tourists shouldn't visit the Red Sea.

3 Work in pairs and answer the question.

What do you think that Salma Fawzy will say? Make some notes.

4 Listen to the podcast and check your answers to Exercise 3.

5 Listen again and complete the sentences with a word from the podcast.

1 Tourists visit the Red Sea from around the *world*.
2 The coral reefs are important for ....
3 The .... on the Red Sea coast are all nature reserves.
4 There are .... about building greener hotels.
5 Green tourism companies are given ....
6 .... are taught how to look after the environment.

Speaking

6 Work in small groups. How could the owners of a hotel near the Red Sea help the environment?

Think about:

- buildings
- pollution
- recycling
- water

Values

1 Why is it important to look after the planet?
2 What do you do to try to help the planet?
3 Do you think that there are more things you could do to help the environment? How could your family help? What about your school?

60 Lesson 4 Workbook page 112

Vocabulary

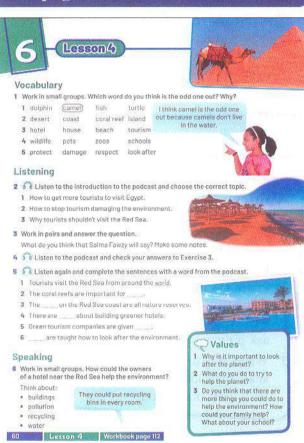
1 Work in small groups. Which word do you think is the odd one out? Why?

1 Check students remember what the term *odd one out* means. Read the example with the class, and the reason why the camel is the odd one out.

2 Put students in small groups, then ask them to discuss which word is the odd one out in each group and why. Present the word *wildlife* to help them.

3 When they have finished, nominate a student from each group to say which is the odd one out and why for the rest of the items, and check the answers with the class. Accept any answers that can be justified.

Answers:

1 Camels don't live in the water.
2 A desert has no water in, on or around it, the others do.
3 Tourism is not a place.
4 Schools are not to do with animals.
5 Damage is negative/bad, the others are positive/good.

Listening

2 Listen to the introduction to the podcast and choose the correct topic.

1 Focus attention on the photo and elicit what students can see. Tell the class that they are going to listen to a podcast about tourism in Egypt and its effect on the environment.

2 Go through the topic sentences with the class and check understanding.

3 Play the recording for students to listen and choose the correct topic. Elicit the correct answer from the class.

Audioscript

Podcast Presenter: *Today on Environment Matters we're looking at tourism on the Red Sea Coast. Salma Fawzy from the Ministry of Tourism is here to talk about how we can have tourism in Egypt that doesn't damage the environment.*

Answers:

2 How to stop tourism damaging the environment.

3 Work in pairs and answer the question.

1 Put students in pairs and ask them to predict what Salma Fawzy will say and make notes.

2 When they have finished, elicit ideas from each pair and write them on the board.

Answers:

Students' own answers.

4 Listen to the podcast and check your answers to Exercise 3.

1 Play the rest of the podcast for students to listen and check their ideas from Exercise 3, then compare their notes in pairs.

2 Refer back to the list of ideas on the board from Exercise 3 and tick off any that were mentioned in the podcast. Elicit any other ideas that were mentioned, too.

Audioscript

Podcast Presenter: *Hello, Salma. You're interested in helping both tourism and the environment, is that right?*
Salma: *Exactly. Tourism is very important to Egypt. Our beautiful coast is visited by people from around the world - which is great! But the coast also has coral reefs and lots of important wildlife, The coral reefs are important for our sharks, dolphins and turtles.*
Podcast Presenter: *So, what are you doing to protect the environment?*
Salma: *Well, the islands on the Red Sea Coast are all nature reserves. We are also working with hotels and travel companies. We have rules for new buildings to make them greener. We also give prizes to companies that are the best at looking after the environment.*
Podcast Presenter: *Good idea!*
Salma: *We also think that it's important to teach tourists about how to look after our special environment when they are on the beaches or doing water sports like scuba diving.*

Answers:

Students' own answers.

5 Listen again and complete the sentences with a word from the podcast.

1 Read the example with the class, then go through the other sentences and elicit students' ideas about the missing words, but don't give any answers yet.

2 Play the recording again for students to listen and complete the sentences, then compare answers in pairs.

3 Check answers with the class and write them on the board.

Answers:

1 world	2 wildlife	3 islands
4 rules	5 prizes	6 Tourists

Speaking

6 Work in small groups. How could the owners of a hotel near the Red Sea help the environment?

1 Go through the instructions and read the example with the class.

2 Put students in small groups and ask them to discuss their ideas. Go round and help with ideas and vocabulary where necessary.

3 When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion to find out if others agree.

Answers:

Students' own answers.

Values

1 Read the questions with the class and check understanding.

2 Put students in small groups and ask them to discuss the questions. Go round and help with practical ideas. You could tell students what you do to help the environment and ask if they do the same.

3 When they have finished, ask students to share their ideas with the class and have a brief class discussion.

WB page 112

6 Lesson 4

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Which of these is not an example of wildlife?
a chicken b turtle c dolphin d mouse

2 Which of these is not an example of tourism?
a going on boat trips b visiting temples
c going scuba diving d learning maths

3 Which of these can you not usually put in a recycling bin?
a bottles b paper c water d metal cans

Language

2 Complete the text about three hotels with the correct form of these verbs.

close damage grow ~~locate~~ recycle use visit

The North Hotel
The North Hotel is [1] located on a lovely beach and every year, the hotel is [2] .... by more and more tourists. However, the hotel owner said that last year, there were not as many turtles on the beach as usual. As a result, the hotel is helping the turtles. Parts of the beach are [3] .... to tourists so that turtles are safe. And at night, when the turtles leave their eggs in the sand, the hotel workers stop any tourists from visiting the beach.

The South Hotel
The South Hotel is near the coast, and every year, it takes tourists scuba diving. However, workers on the boats believe that coral reefs are often [4] .... by scuba divers. The hotel is now working with a charity that helps the coral reefs. Now some of the money that tourists pay for the boat trips is [5] .... to help protect the coral reefs.

The East Hotel
The East Hotel is very new. Only green energy from the sun and wind is used at the hotel. The hotel also produces very little rubbish: most of it is [6] .... All the fruit and vegetables at the hotel restaurant are [7] .... on local farms, and the people working at the hotel are all from the local villages.

Writing

3 Read the advertisement, then write an email of about 90 words saying which of the hotels from Exercise 2 should win the prize, and why.

Hotel Prize
Every year, a prize is given to the hotel that is best at looking after the environment. Tell us what you think!
- Which hotel should win the prize?
- How does it help the environment?
- How does it help local people?
- Email us to suggest this year's winner!

112 Lesson 4

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Read the questions with the class and check understanding. With weaker classes, you could elicit the first answer as an example.

2 Students choose the correct answers individually, then compare answers in pairs.

3 Check the answers with the whole class.

Answers:

1a	2d	3c

Language

2 Complete the text about three hotels with the correct form of these verbs.

1 Go through the verbs in the box and check understanding. Read the example with the class, highlighting how the past participle is used as part of the present simple passive.

2 Students complete the text with the rest of the verbs individually, then compare answers in pairs.

3 Check answers with the whole class and write the correct form of the verbs on the board.

Answers:

1 located	2 visited	3 closed	4 damaged
5 used	6 recycled	7 grown	

Writing

3 Read the advertisement, then write an email of about 90 words saying which of the hotels from Exercise 2 should win the prize, and why.

1 Give students one minute to read the advertisement, then go through the questions with the class.

2 Ask students to write their emails individually. Go round and help with vocabulary where necessary, writing any useful words/phrases on the board.

3 When they have finished, put students in pairs to read their emails to their partner and find out if they agree.

4 Then ask a few students to read their emails to 'he class and find out if others agree.

Answers:

Students' own answers.

Skills

Writing: To write an email in response to an advertisement

Listening: To listen to and understand a podcast

Speaking: To discuss environmental measures

Vocabulary: wildlife, damage

Values: Coexistence values; respect

LESSON 5 SB page 61 WB page 113

Outcomes:

- To describe and compare feelings, people, places, actions, objects and events establishing relationships
- To plan, write and sequence texts
- To gather information from provided sources to answer a question
- To identify gist and main ideas in short listening texts

SB page 61

Lesson 5 6

Speaking

1 Work in pairs. Talk about how to use less water and complete the diagram.

How to use less water

2 Put the dialogue into the correct order.

a [ ] **Aya:** Well, why don't we try recycling water?
b [ ] **Reem:** That's an interesting idea! The plants would like that.
c [ ] **Aya:** For example, we could use the water from washing to water the plants.
d [1] **Aya:** The problem is that we all use too much water.
e [ ] **Reem:** That's true. So, how can we use less water?
f [ ] **Reem:** How could we do that?

Remember!
Less / the least are the opposites of *more / the most.*

3 Listen and check your answers.

4 Ask and answer the questions below in pairs.
1 Which of the phrases in red in Exercise 2 make suggestions?
2 Which of the phrases ask for or respond to a suggestion?

5 Work with a different partner.
1 Discuss your ideas about how to use less water in Exercise 1. Did you have any of the same ideas?
2 Decide which idea you think is the best one. Use some of the expressions from Exercise 2.
3 Finally, tell the class what you decided. Have a class vote on the best idea.

Life Skills
When talking about a problem, you need to ask others for their ideas about how to solve it. Try also to give your own suggestions

Writing

6 Write a paragraph about how to use less water. Include the following information.
- What do you use water for every day?
- What things in the house or school also use water?
- Why is it important to use less water?
- How can you use less water?
- Use your ideas from Exercise 5.

Workbook page 113 Lesson 5 61

Speaking

1 Work in pairs. Talk about how to use less water and complete the diagram.

1 Focus attention on the photo and ask if students think this is a good use of water. You could tell students at this point any ways in which you try to use less water.

2 Put students in pairs and ask them to discuss different ways of using less water, and complete the diagram in their notebooks.

3 When they have finished, elicit students' ideas round the class and write them on the board, feeding in ideas from the suggested answers.

Suggested answers:

Take showers, not baths
Turn off taps carefully
Water plants in the morning or late at night
Recycle water if it is not very dirty

2 Put the dialogue into the correct order.

1 Tell students that they are going to listen to two people discussing ways to save water. Focus attention on the dialogue and point out that *d* is the first line of the dialogue.

2 Ask students to put the dialogue in the correct order individually, then compare answers in pairs. Don't give any answers yet.

3 Listen and check your answers.

1 Point to the *Remember!* box and read it with the class, checking understanding.

2 Play the recording for students to check their answers.

3 Check answers with the whole class.

Audioscript

Aya: *The problem is that we all use too much water.*
Reem: *That's true. So, how can we use less water?*
Aya: *Well, why don't we try recycling water?*
Reem: *How could we do that?*
Aya: *For example, we could use the water from washing to water the plants.*
Reem: *That's an interesting idea! The plants would like that!*

Answers:

a3 b6 c5 d1 e2 f4

4 Ask and answer the questions below in pairs.

1 Focus attention on the phrases in red in the dialogue and explain that these are useful phrases for making and responding to suggestions. Put students in pairs to discuss the questions.

2 When they have finished, check answers with the whole class and drill the phrases chorally and individually.

Answers:

1 why don't we, we could

2 That's an interesting idea, how can we …? How could we …?

5 Work with a different partner.

1 Read the *Life Skills* box and ask them to follow this advice in this task.

2 Rearrange students so that they are working with a different partner. Read the questions with the class and check understanding.

3 Remind students of their ideas from Exercise 1 which you put on the board. Students discuss the questions in their new pairs.

4 When they have finished, ask each pair to share the ideas they chose with the class and their reason(s). Have a class vote via a show of hands on the best idea.

Answers:

Students' own answers.

Writing

6 Write a paragraph about how to use less water. Include the following information.

1 Go through the questions with the class, and ask them to use the ideas they came up with and heard during the lesson to help them plan.

2 Ask students to write their paragraphs individually. Go round and help with vocabulary where necessary, writing any useful words/ phrases on the board.

3 When they have finished, put students in pairs to read their paragraphs to their partner and find out if they agree.

4 Finally, ask a few students to read their paragraphs to the class and find out if others agree.

Answers:

Students' own answers.

WB page 113

Lesson 5 6

Listening

1 Listen to Dina talking about her school and answer the questions.

1 What is this week's project about? It is about rubbish at school.
2 What do they have in every room of the school? ……
3 What happens to the rubbish at the moment? ……
4 What is most of the rubbish in the bins made of? ……
5 What can they do with some of the rubbish? ……

Listening and speaking

2 Complete the dialogue between Dina and her friend Leila with these words.

How can we How could an interesting idea
People could ~~The problem is~~ Why don't we

Dina: Look at all the plastic water bottles in the rubbish bin. [1] The problem is that we use too many of them.
Leila: [2] …… stop people using them?
Dina: [3] …… ask people to use them again?
Leila: [4] …… we do that?
Dina: [5] …… take home the bottles, wash them, and bring them to school the next day.
Leila: That's [6] ……. We can see what the teacher thinks.

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Writing

4 Write a paragraph about how we can recycle rubbish at school.

- What do you usually put in the bin?
- Can any of it be recycled or reused? How?
- What can't be recycled or reused? What can you do with it?

Lesson 5 113

Listening

1 Listen to Dina talking about her school and answer the questions.

1 Tell the class that they are going to listen to a student talking about her school. Read the example with the class and go through the rest of the questions so they know what to listen for.

2 Play the recording for students to listen and write their answer. Put students in pairs to compare their answers.

3 Play the recording again if necessary, then check the answers with the whole class.

Audioscript

Girl: *Our school project this week is to think about rubbish at school. In our school, we have a rubbish bin in every room. The students are very good and they always put their rubbish in the bins. At the moment, the rubbish is collected every week and goes to a special place in the city. But when we look inside the bins, we can see that most of the rubbish is made of paper or plastic. We can recycle a lot of this rubbish. So now, before students put things in the rubbish bin, we ask them to think: Can I recycle that? If the answer is yes, they can now put it in a special bin so it can be used again.*

Answers:

1 It is about rubbish at school.
2 They have a rubbish bin.
3 It is collected every week and goes to a special place in the city.
4 It is made of paper or plastic.
5 They can recycle it.

Listening and speaking

2 Complete the dialogue between Dina and her friend Leila with these words.

1 Explain that Dina is now talking to her friend Leila about how to recycle some of the school's rubbish.
2 Remind them of the phrases for giving and responding to suggestions from Lesson 5, then ask them to complete the dialogue individually.
3 Put students in pairs to compare their answers, but don't give any answers yet.

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

1 Play the recording for students to check their answers, then check answers with the whole class.
2 Put students in pairs to practise the dialogue.
3 When they have finished, ask students to swap roles and practise the dialogue again. Finally, ask one or two students to perform their dialogue for the class.

Audioscript

Dina: *Look at all the plastic water bottles in the rubbish bin. The problem is that we use too many of them.*
Leila: *How can we stop people using them?*
Dina: *Why don't we ask people to use them again?*
Leila: *How could we do that?*
Dina: *People could take home the bottles, wash them, and bring them to school the next day.*
Leila: *That's an interesting idea. We can see what the teacher thinks.*

Answers:

1 The problem is	2 How can we
3 Why don't we	4 How could
5 People could	6 an interesting idea

Writing

4 Write a paragraph about how we can recycle rubbish at school.

1 Read the questions with the class, then give students two minutes to think of their answers and make notes. Go round and help with vocabulary where necessary, writing any new words/phrases on the board.
2 When they are ready, ask students to write their paragraphs. Monitor and offer help where necessary, and check and correct students' writing as they go along. Alternatively, they could do the task for homework.
3 When they have finished, put students in pairs to read each other's paragraphs. You could take in their work to mark.

Answers:

Students' own answers.

Skills

Writing: To write about how to use less water; to write about what to do with rubbish

Listening:

- To listen and order a conversation
- To understand a description of someone's school project

Speaking: To discuss how to use less water

Life Skills: Negotiating; problem solving

LESSON 6 SB page 62 WB page 114

Outcomes:

- To determine the main idea of a text and explain how it is supported by key details e.g. summarise the text
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers
- To write informative/exploratory texts: introduce a topic, use simple facts and definitions to develop points and provide a short concluding statement or section

SB page 62

6 Lesson 6

Reading

1 Read, underline and correct the five mistakes in the article.

2 Read the article again and answer the questions.

1 When did the students clean the riverbank?
They cleaned it last weekend

2 How many students helped? ____

3 How much rubbish did they collect? ____

4 What type of rubbish did they find? ____

5 Why does the student think rubbish in the river is bad? ____

Did you know?
More than 12,000 bikes are taken from the canals in Amsterdam in the Netherlands every year.

Students help to clean river
By Khadeeja El-Maghrabi

Last weekend, ten students from Class 7 ~~help~~ helped clean up the part of the riverbank near the city centre. The students collected 15 bag of rubbish. Their teacher, Mr hassan, said the students were sad to find so much rubbish.

"There were lots of plastic bags and bottles," he said. "We even found a old shoe!"

One of the students said, "It was great to clean the riverbank, but we need to teach people to be more careful with their rubbish. Rubbish in the river damages the wildlife.

Well done to the volunteers!

Writing

3 Write a short report for a school newspaper about something you or someone at your school did to help the environment. It does not need to be real!

1 Think about when and where it happened. How did you do it? Who did you do it with?

2 When you have finished, check your report for mistakes.

3 Finally, add a title to your report.

4 Swap reports with a partner to read.

Writing tip
Remember to check your writing for mistakes. Make sure that the grammar, spelling and punctuation are correct.

62 Lesson 6 Workbook page 114

Reading

1 Read, underline and correct the five mistakes in the article.

1 Point to the photo in the article and explain that it shows someone cleaning up rubbish from a riverbank.

2 Read the example with the class, then ask students to find and correct four more mistakes in the article individually.

3 When they have finished, put students in pairs to compare their answers, then check the answers with the whole class.

Answers:

Last weekend, ten students from Class 7 **helped** clean up the part of the riverbank near the city centre. The students collected 15 **bags** of rubbish. Their teacher, Mr **Hassan**, said the students were sad to find so much rubbish.

"There were lots of plastic bags and bottles," he said. "We even found **an** old shoe!"

One of the students said, "It was great to clean the riverbank, but we need to teach people to be more careful with their rubbish. Rubbish in the river damages the wildlife ".

Well done to the volunteers!

2 Read the article again and answer the questions.

1 Read the example with the class, then ask students to read the article again and write their answers to the questions, as in the example.

2 Put students in pairs to compare their answers, then ask different students to come to the board to write their answers and check them as a class.

3 Read the *Did you know?* box with the class and ask if students find it surprising. You could explain that in Amsterdam, using a bicycle is a very common way for people to get around.

Answers:

1 They cleaned it last weekend.
2 Ten students helped.
3 They collected 15 bags of rubbish.
4 They found plastic bags, bottles and a shoe.
5 Because it damages wildlife.

Writing

3 Write a short report for a school newspaper about something you or someone at your school did to help the environment. It does not need to be real!

1 Tell the class that they are going to write a short report for the school newspaper (like the one in Exercise 1) about an environmental project. If students haven't participated in such a project (or don't know anyone who has), ask them to invent one and imagine it happened.

2 Read the questions with the class, then give students a few minutes to think of the details and make notes. Go round and help with ideas where necessary.

3 When they are ready, ask students to write their reports. Monitor and offer help where necessary.

4 When they have finished, ask students to read what they have written and check for mistakes. Go through the *Writing tip* with the class and explain that checking your work is an important part of the writing process.

5 Ask students to add a title to their article, then put them in pairs to swap articles and read them, making any suggestions they can think of to improve it.

6 When they have finished, ask a few students to share any interesting information they found out from their partner with the class.

Answers:

Students' own answers.

WB page 114

6 Lesson 6

Reading

1 Read, underline and correct the five mistakes in the article.

1 Global Recycling Day is an event in March. It aims to remind people of the importance of recycling things including paper, plastic, metal, water and even gas and oil. It is (was) started in 2018 and there are now recycling events in many different countries.

2 In 2018, people producing about 11 billion tonnes of rubbish around the world. At the moment, a lot of our rubbish is being burnt and this can lead to climate change.

3 No country recycles as much rubbish than Germany: it recycles more than 56% of it. In 1991, it recycles just 3%. South Korea recycles more than 53% of its rubbish. Coloured plastic bottles and some plastic cups are not using any more, because you cannot recycle them. Most countries hope to recycle more in the future.

2 Read the article again and match the paragraphs 1–3 with the headings a–c.

a What are countries doing about the problem?
b What is Global Recycling Day?
c So why is recycling so important?

Writing

3 Write a short report about recycling at home.

- What can and can't you recycle at home?
- What do you recycle at the moment?
- What can you do to improve this in the future?
- Remember to check your work for spelling, grammar and punctuation.

114 Lesson 6

Reading

1 Read, underline and correct the five mistakes in the article.

1 Point to the photo in the article and explain that it shows paper/cardboard being recycled.

2 Read the example with the class, then ask students to find and correct four more mistakes in the article individually.

3 When they have finished, put students in pairs to compare their answers, then check the answers with the whole class.

Answers:

1 Global Recycling Day is an event in March. It aims to remind people of the importance of recycling things including paper, plastic, metal, water and even gas and oil. It **was** started in 2018 and there are now recycling events in many different countries.

2 In 2018, people **produced** about 11 billion tonnes of rubbish around the world. At the moment, a lot of our rubbish is **burned** and this can lead to climate change.

3 No country recycles as much rubbish **as** Germany: it recycles more than 56% of it. In 1991, it recycled just 3%. South Korea recycles more than 53% of its rubbish. Coloured plastic bottles and some plastic cups are not **used** any more, because you cannot recycle them. Most countries hope to recycle more in the future.

2 Read the article again and match the paragraphs 1–3 with the headings a–c.

1 Go through the headings with the class and check understanding. Then ask students to read the article again and match the headings to the paragraphs.

2 When they have finished, put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1b 2c 3a

Writing

3 Write a paragraph about recycling at home.

1 Read the instructions and questions with the class and check students know what to do. Give them a few minutes to make notes. Go round and help with vocabulary, writing any useful words/ phrases on the board.

2 When they are ready, ask students to write their paragraphs. Monitor and offer help where necessary.

3 When they have finished, give students a minute or two to check their writing carefully.

4 Put students in pairs and ask them to swap texts and read their partner's writing. They can then ask any questions they have to find out more information. Alternatively, they can complete the task for homework.

5 You could take in their work to mark.

Answers:

Students' own answers.

Skills

Reading: To read and correct an article

Writing: To write an article about an environmental project and recycling

LESSON 7 SB page 63 WB page 115

Outcomes:

- To review and use the vocabulary and structures of the unit
- To participate in shared research and writing projects
- To gather information from provided sources to answer a question

SB page 63

Lesson 7 6

Review

1 Complete the sentences with the correct words.

1 When there is too much smoke from factories, it causes air pollution.
2 When there is not enough rain, there is often a ....
3 When there is too much rain, there is often a ....
4 When the planet gets warmer, it is called ....
5 When ice warms, it ....

2 Complete the sentences with the correct form of the words in the box.

bad ~~big~~ noisy relaxing wet

1 Egypt is bigger than Jordan.
2 This month was .... than last month because we had some big storms.
3 Lying on a beach is .... than working in the city.
4 Plastic pollution is .... now than it was before.
5 There is a lot of traffic in Cairo; it is .... than Marsa Alam.

3 Complete these sentences with *(not) as* + adjective + *as*.

1 Some people say that recycling is not as important as (not / important) using less water.
2 Ali says that football is .... (not / difficult) handball.
3 I think that the desert is .... (beautiful) the coast.
4 Figs are .... (delicious) chocolate.

4 Work in pairs. Do you agree with the sentences in Exercise 3? Why/Why not?

5 Use the fact file and the verbs in the box to make sentences in the present simple passive.

know locate sold visit

Sidi Bou Said is located in north Tunisia. It is known ....

Fact file: Sidi Bou Said

- In north Tunisia.
- People know its blue and white buildings.
- People sell wonderful souvenirs in the market.
- Museums have lots of tourists.

Workbook page 115 Lesson 7 63

Before using the book:

- Write *Different environments* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics and vocabulary and write these on the board for weaker classes. You may want to remove these before students start the exercises.
- Tell the class that they are now going to complete the review section for this unit, to see what they can remember.

Review

1 Complete the sentences with the correct words.

1 Read the example with the class, then ask students to complete the rest of the sentences with the correct words. With weaker classes, you could write the answers on the board in random order for students to match to the sentences.

2 When they have finished, put students in pairs to compare answers. Check answers as a whole class.

Answers:

1 air pollution	2 drought	3 flood
4 climate change	5 melts	

2 Complete the sentences with the correct form of the words in the box.

1 Read the example with the class, then ask students to complete the rest of the sentences individually. Monitor and offer help where necessary, and check students are forming their answers correctly.

2 When they have finished, put students in pairs to compare their answers, then check answers as a whole class and write them on the board. Alternatively, invite different students to come to the board and write their answers, then check them (especially the spelling) as a whole class.

Answers:

1 bigger	2 wetter	3 more relaxing
4 worse	5 noisier	

3 Complete these sentences with *(not) as* + adjective + *as*.

1 Read the example with the class, then ask students to complete the rest of the sentences individually.

2 Go round and offer help where necessary. Check students are forming the comparatives correctly.

3 When they have finished, check answers with the class and write them on the board.

Answers:

1 not as important as
2 not as difficult as
3 as beautiful as
4 as delicious as

4 Work in pairs. Do you agree with the sentences in Exercise 3? Why/Why not?

1 Demonstrate the activity by giving your own opinion on one or two of the sentences. Then put students in pairs to share their opinions and reasons. Encourage students to ask follow-up questions to find out more information.

2 When they have finished, ask a few students to share their opinions with the class and find out if others agree.

Answers:

Students' own answers.

5 Use the fact file and the verbs in the box to make sentences in the present simple passive.

1 Draw students' attention to the title and photo and ask students what they know about Sidi Bau Said. Read the example with the class and highlight how it uses the present simple passive.

2 Students write more sentences using the fact file and verbs individually.

3 Put students in pairs to compare their answers, then check answers with the whole class. You could ask different students to come to the board to write each sentence, then check as a class.

Suggested answers:

Sidi Bou Said is located in the north of Tunisia. It is known for its blue and white buildings. Wonderful souvenirs are sold in the market. The museums are visited by lots of tourists.

WB page 115

Lesson 7 — 6

Review

1 Choose the correct word.

1 The Egyptians opened the Suez (Canal) / River in 1869.
2 Tourist / Tourism is very important to Egypt.
3 We should clean the river because it is very polluted / pollution.
4 We need more rain or there might be a drought / flood.

2 Complete the sentences with a comparative or *as* ... .

1 A bike is not as fast as a car.
2 Alexandria is not as big ________
3 Egypt is usually a lot hotter ________
4 My brother/sister is as ________
5 Our teacher speaks better ________

3 Choose the correct answer.

1 Which of these towns is located on the north-west coast of Egypt?
(a Sidi Barrani) b Marsa Allam c Port Said
2 What is often polluted by plastic bottles?
a air b water c fire
3 What is sometimes damaged by boats?
a coral reefs b hotels c tourism
4 Which of these is not a green form of transport?
a sailing b cycling c driving

4 Read and correct the sentences.

1 Sport is watch by people around the world. Sport is watched by people around the world
2 The fish that we eat are catching in boats most mornings. ________
3 The Pyramids is visited by thousands of people every day. ________
4 Mohamed Salah known by people everywhere. ________

5 Write a fact file about your city.

My city: ________

- Location: ________
- Known for: ________
- What is sold: ________
- Why it is visited: ________

Lesson 7 115

Review

1 Choose the correct word.

1 Read the example with the class, then ask students to choose the correct words individually.

2 Put students in pairs to compare their answers, then check answers as a whole class.

Answers:

1 Canal 2 Tourism
3 polluted 4 drought

2 Complete the sentences with a comparative or *as* ... .

1 Read the first example with the class to demonstrate the activity. Then ask students to complete the rest of the sentences individually.

2 Put students in pairs to compare their answers, then check answers with the whole class.

Suggested answers:

1 as a car
2 as Cairo
3 than England
4 good at maths as me
5 English than us

3 Choose the correct answer.

1 Ask students to look at the example answer.

2 Ask students to complete the rest of the exercise individually, then compare answers in pairs.

3 Check answers as a whole class.

Answers:

1a 2b 3a 4c

4 Read and correct the sentences.

1 Read the example with the class, then ask students to correct the rest of the sentences individually.

2 Put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1 Sport is **watched** by people around the world.
2 The fish that we eat are **caught** in boats most mornings.
3 The Pyramids **are** visited by thousands of people every day.
4 Mohamed Salah **is** known by people everywhere.

5 Write a fact file about your city.

1 Remind students on the fact file about Sidi Bou Said that they read/amended in the Student's Book.

2 Explain that you would now like them to write a similar fact file about their own city, or a city they know well.

3 Go round and monitor as they are working to check they are doing this well. Encourage them to use the passive where possible.

4 Ask a few students to read out their fact files when they have finished. You could take in their work to mark.

Answers:

Students' own answers.

SB pages 64-65 WB pages 116-117

LESSON 1 SB page 64

Outcomes:

- To identify gist and main ideas in short listening texts
- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To determine the main idea of a text and explain how it is supported by key details

Before using the book:

- Ask the students to recall as much of the vocabulary and language of Units 4–6 as they can.
- Tell the students that they are going to review the vocabulary and language that they have learned so far.

SB page 64

Review B Lesson 1

Listening

1 Listen to the telephone conversation. What place is the teacher calling and why?

2 Listen again and complete the form.

Name of Museum: [1] Museum
Opening times: [2] .... and [3] ....
Where to buy tickets: [4] .... or [5] ....
Ticket price: Adults: [6] ...., *Children/Students:* [7] ....
Located: [8] .... of Luxor on Corniche El Nil.

Reading

3 Read the text quickly. Which objects did Hamid see at the museum?

A trip to Luxor Museum By Hamid

Last week, I went to Luxor Museum with my class. The museum is further from my home than our school. We were travelling for a long time! We arrived at 10.30 am.
As we were walking into the museum, we saw some big statues. My favourite was the statue of Ramses II. There were also rings and necklaces that once belonged to rich Egyptian families. There were a lot of small coins from the same time, too.
The museum has some very old objects. My favourite objects were the metal bowls from the fourteenth century. The oldest objects in the museum were the tools. Some were made of metal and some were made of stone.
While I was reading the information, my friend found a tool that was 10,000 years old.

4 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Hamid went to the museum with his family. (F) He went with his class.
2 The first objects that Hamid saw were the masks. ....
3 The jewellery used to belong to rich families. ....
4 Hamid liked the bowls from the fourteenth century. ....
5 There weren't any metal tools in the museum. ....

5 Complete the sentences with *as* + adjective + *as* or the comparative of the words in the box.

big expensive far good new old

1 The bowls in the museum were newer than the tools.
2 The statues were .... than the coins.
3 The rings and necklaces were .... the coins.
4 Hamid liked the bowls .... than the tools.
5 Tickets for adults are .... than tickets for children.
6 The museum is .... from his house than Hamid's school.

64 Lesson 1

Listening

1 Listen to the telephone conversation. What place is the teacher calling and why?

1 Point to the photo in the top, right-hand corner and elicit what students can see (a museum).
2 Read the question with the class so that students know what to listen for. Students listen to the telephone conversation and write their answers.
3 Put students in pairs to compare their answers, then check answers as a whole class.

Audioscript

Mrs Saki: *Good afternoon, Luxor Museum, how can I help you?*
Mr El-Baz: *Hello, I'm a teacher and I want to bring my class to visit the museum next week. Can you tell me what time you are open, please?*
Mrs Saki: *Of course. We are open every day from 9 am to 2 pm and then 5 pm to 9 pm.*
Mr El-Baz: *Can I buy tickets at the museum?*
Mrs Saki: *Yes, certainly. Or you can buy them online before your visit.*
Mr El-Baz: *How much are the tickets?*
Mrs Saki: *They're 120 pounds for adults and 60 pounds for children and students.*
Mr El-Baz: *OK, thank you. Can you tell me where the museum is exactly?*
Mrs Saki: *It's located in the north of Luxor on Corniche El Nil.*
Mr El-Baz: *Thank you so much for your help!*
Mrs Saki: *You're welcome. Bye!*

Answers:

He is calling the Luxor Museum because he wants to take his class there next week.

2 Listen again and complete the form.

1 Focus students' attention on the form and elicit what type of information is missing in each gap, e.g. 2/3: times, 4/5: places, etc.
2 Students listen and complete the form individually, then check in pairs.
3 Play the recording again if necessary, then check answers with the class and write them on the board.

Answers:

1 Luxor
2 9 am–2 pm
3 5 pm– 9 pm
4 at the museum
5 online
6 120 pounds
7 60 pounds
8 (in the) north

Reading

3 Read the text quickly. Which objects did Hamid see at the museum?

1 Explain to students that Hamid is a student who went to the museum in Exercise 1, and he wrote about it.
2 Students read the text and identify the objects he saw individually, then compare answers in pairs. Monitor and help with new vocabulary where necessary.
3 Check answers as a whole class.

Answers:

He saw statues, rings, necklaces, coins, bowls and tools.

4 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Read the example with the class, then ask students to read the text again and decide if the rest of the sentences are true or false.
2 When they have finished, put students in pairs to compare their answers and say why they are true or false.
3 Check answers as a whole class and elicit why the incorrect sentences are false.

Answers:

1 F (He went with his class.)
2 F (He saw the statues first.)
3 T
4 T
5 F (There were some metal and stone tools.)

5 Complete the sentences with *as* + adjective + *as* or the comparative of the words in the box.

1 Read the example with the class, then ask students to complete the rest of the sentences individually. Monitor and check students are forming them correctly.
2 When they have finished, put students in pairs to compare their answers, then check answers with the whole class and write them on the board. Alternatively, you could ask different students to come to the board to write each one.

Answers:

1 newer	2 bigger	3 as old as
4 better	5 more expensive	6 further

Skills

Reading: To understand a report of a school trip

Writing: To complete a form based on a telephone conversation

Listening: To understand a telephone conversation

Language: Revision of language and structures from Units 4–6

LESSON 2 SB page 65 WB pages 116 - 117

Outcomes:

- To describe and compare feelings, people, places, actions, objects and events establishing relationships
- To understand everyday signs and notices
- To write a simple narrative
- To gather information from provided sources to answer a question
- To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text to read words and use some word identification strategies with growing confidence.
- To identify gist and main idea(s) in short listening texts (both informative and literary texts)

SB page 65

Review B

Lesson 2

Speaking

1 Work in pairs. Take turns to describe the pictures and tell the story using the past simple and past continuous.

2 Complete the sentences about the story with *who, where* or *which/that*.

1 The boy ......who...... first saw the turtle helped it.
2 The beach .... the boys saw the turtle was full of rubbish.
3 The bag .... was on the turtle was pink.
4 The turtle .... they helped walked to the sea.
5 The boys .... helped the turtle were happy it was safe.

3 Make a list of beach rules using *should, must/mustn't* or *have to*.

Beach rules
- Don't swim when the weather is bad.
- Swim near the beach, where we can see you.
- Wear a hat between 11 am and 3 pm.
- No loud music!
- Put your rubbish in the bins.
- Only play ball games in the park area.

Writing

4 Use the notes to write a short newspaper report in your notebook about how a school helped the community.

Who: Students of Class 6 West Nile School.
Why: Wanted to help the community.
What: Cook 20 meals every week for people who are disabled.
Where: At a home located in south of city.
Teacher: 'I'm very proud. They worked very hard!'

Workbook pages 116–117 Lesson 2 65

Speaking

1 Work in pairs. Take turns to describe the pictures and tell the story using the past simple and past continuous.

1 Focus attention on the pictures and elicit what students can see in them e.g. a beach, some rubbish, a turtle, some boys, a pink plastic bag.
2 Demonstrate the activity by reading the examples in speech bubbles with a stronger student.
3 When they are ready, put students in pairs to practise telling the story. Encourage them to use the past simple and past continuous. Monitor and offer help where necessary.
4 When they have finished, nominate a pair to tell the story to the class and find out if others agree.

Suggested answers:

Some boys were walking on a sunny day. There was lots of rubbish on the beach

Suddenly, Ali saw a turtle. The turtle had a pink plastic bag on it/round its neck. It couldn't walk. Ali told his friends.

Ali helped the turtle while the other boys were watching. He took the plastic bag from the turtle. The turtle walked to the sea. The boys and the turtle were happy.

2 Complete the sentences about the story with *who, where* or *which/that.*

1 Remind students that we use *who* with people, *where* with places and *which/that* with things.

2 Read the example with the class, then ask students to complete the rest of the sentences individually.

3 When they have finished, put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1 who 2 where 3 which/that 4 which/that 5 who

3 Make a list of beach rules using *should, must/mustn't* or *have to.*

1 Read the beach rules with the class and check understanding, then read the example with the class.

2 Students write their rules individually. Monitor and check they are using *should, must/mustn't* and *have to* correctly, and offer help where necessary.

3 In feedback, nominate a different student to read out each rule and ask the class if they agree.

Answers:

You mustn't swim when the weather is bad.

You must swim near the beach, where we can see you.

You should wear a hat between 11 am and 3 pm.

You mustn't play loud music.

You must put your rubbish in the bins.

You have to play ball games in the park area.

Writing

4 Use the notes to write a short newspaper report in your notebook about how a school helped the community.

1 Read the notes with the class and check understanding.

2 When they are ready, ask students to write their reports individually. Monitor while they work and help with vocabulary where necessary, writing any useful words/phrases on the board.

3 When they have finished, put students in pairs and ask them to swap reports and read them. Students can then offer each other suggestions as to how to improve their reports.

4 You could ask students to write a final draft for homework.

Suggested answers:

The students of Class 6 West Nile School wanted to help their local community. They decided to cook 20 meals every week for people who are disabled. They cooked them at a home which is located in the south of the city. Their teacher said, "I'm very proud. They worked very hard!"

WB page 116

Review B

1 Listen and match the three telephone conversations 1–3 with the places the callers want to visit a–c.

a [ ] a museum b [ ] a castle c [ ] a nature reserve

2 Listen again and complete the sentences.

1 Caller 1 can see .... or could go scuba diving.

2 The tickets for caller 2 are .... on the musem website.

3 Caller 3 .... to go to the museum before 3 pm today.

3 Choose the correct words.

1 You (shouldn't) / don't have to eat too many sweets. They are bad for you.

2 You should / have to wash your hands before you eat.

3 I must / have to remember to buy my friend a birthday present.

4 You don't have to / mustn't go to university, although it is a good idea.

5 The train leaves at 9 tomorrow, so you mustn't / don't have to be late.

6 You have to / should wear a uniform at that school, it's a rule.

4 Read and complete the article.

arch awesome biggest have to known located which who

The city of Edfu, which is [1] located to the west of the River Nile, is [2] .... for the famous Temple of Horus. For hundreds of years, people forgot about the temple until 1860, when a French man, Auguste Mariette, found part of a/an [3] .... in the sand. He realised that there were 12 metres of sand on top of the ancient building. People carefully took the sand off the temple, and today it is one of the [4] .... temples in Egypt. Tourists [5] .... buy a ticket to look around the temple, [6] .... is more than 2,000 years old. Tourists [7] .... go to the temple always remember this [8] .... building.

116 Review B

1 Listen and match the three telephone conversations 1–3 with the places the callers want to visit a–c.

1 Read the places with the class and check understanding by asking students what you can do in each place.

2 Students listen and match the conversations and places, then check in pairs. Check answers with the class. You can play the recording more than once if necessary.

Audioscript

1

Woman: *Good morning, how can I help you?*
Man: *Hello, I'd like to know some of the things I can see and do if I visit today.*
Woman: *Yes, you can usually see lots of wildlife, or you could go scuba diving.*

2

Man 1: *Hello, how can I help you today?*
Man 2: *Good morning. Can you tell me how much a ticket costs?*
Man 1: *Of course. Adults are 160 pounds and children are 80 pounds.*
Man 2: *Can I buy the tickets online?*
Man 1: *Yes, and the tickets are cheaper on the museum website, too.*

3

Woman 1: *Good afternoon, how can I help?*
Woman 2: *I'd like to know what time you close today.*
Woman 1: *Certainly. We close at 3 pm, so if you want to visit the castle today, you'll have to get here soon.*
Woman 2: *Thank you for your help.*

Answers:

a2 b3 c1

2 Listen again and complete the sentences.

1 Play the recording again for students to complete the sentences, then compare answers in pairs.

2 Play the recording again if necessary, then check answers with the class and write them on the board for students to check spelling.

Answers:

1 (lots of) wildlife 2 cheaper 3 has

3 Choose the correct words.

1 Read the example with the class, then ask students to choose the rest of the correct words individually.

2 Check answers with the class, eliciting reasons for each correct answer.

Answers:

1 shouldn't	2 should
3 must	4 don't have to
5 mustn't	6 have to

4 Read and complete the article.

1 Focus attention on the photo and elicit what students can see. Write *Edfu* on the board and ask if anyone has been there.

2 Read the example with the class, then ask students to complete the rest of the text.

3 Put students in pairs to compare their answers, then check answers with the whole class.

Answers:

1 located	2 known	3 arch
4 biggest	5 have to	6 which
7 who	8 awesome	

WB page 117

Review B

5 Complete the sentences with the correct form of the verbs in the box (past simple or past continuous).

drop have look put study visit

1 While Mona was watching television, she had an idea.
2 While the students .... at the ruins, it started to rain.
3 I .... my phone while I was texting my friend.
4 While Basel .... at his computer, an important email arrived.
5 The class learned a lot about Ancient Egypt while they .... the museum.
6 Huda's grandparents arrived while she .... her clothes away.

6 Complete the sentences with the correct form of the adjective in brackets.

1 The city is always noisier (noisy) than the countryside.
2 Alexandria is .... (big) than Helwan.
3 Playing sport is .... (good) for you than playing computer games.
4 Is December as .... (wet) as January?
5 New Zealand is .... (far) from Egypt than Kenya.
6 The air in cities is usually a lot .... (dirty) than the air in the countryside.

7 Complete the definitions of these words.

1 A coin is something which you use to buy things with.
2 A servant is a person who ....
3 A boarding school is a place where ....
4 A lift is something which ....
5 Tourism is something which ....
6 A disabled person is someone who ....

8 Write a description of the map showing rainfall in Egypt.

- Which parts of Egypt are drier?
- Which parts are wetter?
- Which parts are the same as other parts?
- What problems might the map show?

EGYPT

Review B 117

5 Complete the sentences with the correct form of the verbs in the box (past simple or past continuous).

1 Remind students that we often use the past simple and past continuous together to show an action interrupted by another one in the past.

2 Read the example with the class, then ask students to complete the rest of the sentences individually.

3 Check answers with the class and write them on the board to check correct spelling.

Answers:

1 had	2 were looking
3 dropped	4 was studying
5 were visiting	6 was putting

6 Complete the sentences with the correct form of the adjective in brackets.

1 Read the example with the class, and ask students if they agree with the sentence.

2 Students complete the sentences individually. Monitor and check they are forming the comparatives correctly, and offer help where necessary.

3 When they have finished, nominate different students to tell you each answer and write them on the board.

Answers:

1 noisier	2 bigger	3 better
4 wet	5 further	6 dirtier

7 Complete the definitions of these words.

1 Go through the nouns in each sentence and check understanding, then read the example with the class.

2 Students complete the definitions individually. Monitor and offer help where necessary.

3 When they have finished, nominate students to share their definitions with the class and find out if others agree.

Suggested answers:

1 you use to buy things with

2 works in someone's house, doing things like cooking and cleaning.

3 students stay all week and not just the day.

4 helps you to get to the top of a building without using the stairs.

5 is very good for Egypt.

6 cannot use part of their body in the same way as other people can.

8 Write a description of the map showing rainfall in Egypt.

1 Focus attention on the map and check understanding by asking students to point to the wettest (dark bluest areas) and driest (greyest areas) parts of the country.

2 Read the questions with the class and elicit the answers.

3 Students write their descriptions individually. Monitor and offer help where necessary.

4 When they have finished, put students in pairs to swap descriptions and read each other's work.

Suggested answers:

The map shows that the south of Egypt is drier than the north and the areas near the coast. The wetter areas are next to the Mediterranean and Red Sea coasts. The colours on the map shows areas that have the same amount of rain as the other areas, so, for example, Siwah has the same amount of rain as Cairo and Marsa Allam has the same amount of rain as Alexandria. The map shows that areas that are further from the sea might have problems with water, as there is not very much rain.

Skills

Reading: To read and complete a description of a place (Workbook)

Writing: To write a report of a school project

Listening: To understand three short telephone conversations (Workbook)

Speaking: To tell a story

Language: Revision of language and structures from Units 4–6

End of Term Practice

End of Term Practice

1 Listen and choose the correct answer from a, b, c or d.

1 What is Aya's father's job?
- **a** a shop worker
- **b** a teacher
- **c** a street-food seller
- **d** it doesn't say

2 Why must Aya stay at home every day?
- **a** to work
- **b** to study
- **c** to look after her brothers and sisters
- **d** to plant trees

3 Where does Aya have to go in the evenings?
- **a** to school
- **b** to the shops
- **c** to a park
- **d** to her teacher's house

4 How does Aya feel when she gets home?
- **a** tired but grateful
- **b** angry
- **c** hungry
- **d** sad

2 Complete the following dialogue.

Manal: I can't come to your family party next weekend because my grandfather is in hospital.
Leila: I'm [1] ......sorry...... to hear that, Manal. I'll get something.
Manal: What do you [2] ......mean......, Leila?
Leila: I mean I'll buy him something that you can take to the hospital.
Manal: [3] ......Why...... don't we buy him something together?
Leila: That's an interesting [4] ......idea....... What can we get him?
Manal: We [5] ......could...... buy him a magazine to read.
Leila: Good idea!

3 Read the following. Then answer the questions.

In 1925, a British adventurer called Leonard Woolley was exploring a palace in ancient Babylon (which is located in Iraq today), when he discovered a strange collection of objects. The objects all had labels on them and Woolley realised that this was probably the world's first ever museum! Woolley knew that rich people in the past used to collect special objects in their houses. In Babylon, the palace was the home of Princess Ennigaldi in the year 530 BCE. Some of the objects, however, were about 1,500 years older. Woolley did not know much about Princess Ennigaldi, but he learned that people were interested in history in the past as much as they are interested in it today. Isn't that fantastic?

1 What was Leonard Woolley exploring in 1925? He was exploring a palace in ancient Babylon.

2 Why did he think the objects were from a museum? Because the objects all had labels on them.

3 Why do you think the princess kept these objects? ......Students' own answers.......

4 Some of the objects in the museum were ...
- **a** about 2,000 years old.
- **b** the same age as the palace.
- **c** newer than the palace.
- **d** a lot older than the palace.

5 What do you think the word *collection* means?
- **a** a palace
- **b** an innovation
- **c** things without names
- **d** things you keep together

6 What did Leonard Woolley learn about people in the past?
- **a** They all had museums.
- **b** They were interested in history.
- **c** They were all very rich.
- **d** They were all fantastic.

4 Choose the correct answer from a, b, c or d.

1 The boys are waiting ..... for the football match to start.
a excited b excitedly c exciting d excite

2 Many people in the city live in a ..... of flats.
a black b block c chest d house

3 The mountain was very high and we all felt ..... at the top because we thought we might fall!
a scary b scared c happy d tall

4 Kareem's cousin is ..... and never puts his books away.
a messy b cruel c serious d tidy

5 My favourite city ..... in the mountains.
a located b locates c is located d is locating

6 Where did your grandparents ..... ?
a lived b used to live c use to live d living

7 The nurse is a ..... . She saved a lot of people.
a hero b beggar c manager d servant

8 While Hassan .... to school, he saw a famous squash player.
a was walking b is walking c walked d walks

9 You must not ..... the objects in the museum.
a touch b belong to c relax d see

10 The new book .... I bought is very interesting.
a who b where c that d when

5 Read and correct the underlined words.

1 We love our house; it has an ugly garden. .... *attractive*

2 Police officers do sure people are safe. .... *make*

3 The senior football team won the under 16 world cup. .... *junior*

4 It hasn't rained for two years. A water pollution may happen. .... *drought*

6 Choose one of the following:

- Write an email of 80-90 words to a penfriend telling him or her about your daily routine.
- Write a blog of 80-90 words about a historic place you visited.

Students' own answers.

End of Term Practice

1 Listen and choose the correct answer from a, b, c or d.

 Audioscript

Speaker: *Aya is 13 and lives in a village in India. Her father is a street-food seller and her mother is a shop worker. They have to work every day, so Aya must stay at home to look after her younger brothers and sisters.*
Then, when her parents come home from work, Aya goes to school in the evening. Aya always goes to school in the dark, but she loves her lessons and always listens to the teacher carefully.
Today, the girls are learning about how to look after plants and trees. Aya always feels very tired when she gets home, but she is grateful for being able to learn.